ED 358 234   AA 001 238

Resources in Education (RIE). Volume 28, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 358 235   CE 061 797

Lewe, Glenda
Needs Assessment for the Construction Industry in B.C. & the Yukon. Skill Plan.
SPONS. AGENCY- Department of Labour, Ottawa (Ontario).; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 23 Jun 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Building Trades; *Construction Industry; Educational Needs; Employee Attitudes; Employer Attitudes; Foreign Countries; Job Analysis; *Job Skills; *Job Training; Labor Education; *Needs Assessment; Occupational Information; *Occupational Mobility; Skill Analysis; Technological Advancement; Trade and Industrial Education
IDENTIFIERS- British Columbia; Workplace Literacy; Yukon

A basic skills needs assessment developed a picture of the basic skills levels and needs of the construction industry in British Columbia and the Yukon. The three parts of the assessment were interviews with business managers and managers of other programs provided through joint labor/management initiatives, a questionnaire administered to training plan coordinators or their designates in the member unions, and selected focus groups. Responses to interviews and questionnaires indicated that, although each trade was task specific, many shared processes and functions. A positive correlation was found between numbers of members and instructors. Workers in many trades, especially laborers, had the opportunity to move

ED 358 252 CE 062 873

Dickinson, Paul R.
Partnership for Environmental Technology Education. Discussion Paper No. 106.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Demand Occupations; Educational Cooperation; Emerging Occupations; *Environmental Education; *Environmental Technicians; Federal Government; Government School Relationship; *Hazardous Materials; Higher Education; Integrated Curriculum; Mathematics Education; Program Development; School Business Relationship; Science Education; Technical Education; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Partnership for Environmental Technology Education

The need for broad cooperative effort directed toward the enhancement of science and mathematics education, including environmental science and technology, has been recognized as a national priority in the United States by government, industry, and the academic community. In an effort to address this need, the Partnership for Environmental Technology Education (PETE) has been established in the five western states of Arizona, California, Hawaii, Nevada, and Utah. PETE's overall objectives are to link the technical resources of the U.S. Department of Energy, the U.S. Environmental Protection Agency, the U.S. Department of Defense and NASA laboratories and facilities, and private industry with participating community colleges to assist in the development and presentation of curricula for training environmental hazardous materials technicians and to encourage more transfer students to pursue studies in environmental science and engineering at four-year institutions. Preliminary results of a national assessment of the demand for these two-year-level technicians indicate the demand. Standing working groups have been formed to develop teaching materials and standards and an appropriate certification process. The PETE methodology is now being extended nationally through highly leveraged cooperation between participating federal agencies, private industry, and the academic community. (YLB)

ED 358 253 CE 062 952

Thomas, Audrey M.
The Reluctant Learner. A Research Report on Nonparticipation and Dropout in Literacy Programs in British Columbia.
PUB DATE- 90
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Adult Basic Education; Adult Literacy; Adult Programs; Dropout Research; *Dropouts; Educational Research; *Enrollment Influences; Foreign Countries; *Literacy Education; Literature Reviews; *Participation; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *British Columbia

An exploratory study investigated the issues of nonparticipation and program attrition in adult basic education (ABE)literacy

ED 358 271 CE 063 795

Public Service Education. Vocational Education Program Courses Standards.

PUB DATE- Jul 92

NOTE- 262p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competence; Competency Based Education; *Course Content; Entry Workers; *Job Skills; Postsecondary Education; Promotion (Occupational); Public Administration; *Public Service Occupations; Secondary Education; *State Standards; Vocational Education

IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in public service education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in public service occupations. Competencies and standards are provided for the following occupational clusters: educational technologies, civil technologies, environmental pollution control technologies, legal assisting, library assisting, leisure and recreation activities, protective services, fire protection, public administration, and social work. Reinforcement of basic skills in English, mathematics, and science appropriate for a job preparatory program is provided through vocational instruction and applied laboratory procedures or practices. (KC)

ED 358 272 CE 063 796

Technology Education. Vocational Education Program Courses Standards.

PUB DATE- Jul 92

NOTE- 253p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competence; Competency Based Education; *Course Content; Entry Workers; *Job Skills; Postsecondary Education; Promotion (Occupational); Secondary Education; *State Standards; Technological Advancement; *Technological Literacy; *Technology Education; Vocational Education

IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in technology education offered at the secondary or postsecondary level as a part of Florida's

ED 358 290 CE 063 816

Miller, Nod, Ed.; West, Linden, Ed.
Changing Culture and Adult Learning. Papers from the SCUTREA Annual Conference (22nd, Canterbury, England, United Kingdom, July 8-10, 1992).
PUB DATE- Jul 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Education; *Adult Learning; Citizenship Education; Competency Based Education; Continuing Education; *Cultural Context; *Educational Change; Educational Policy; *Educational Practices; Educational Research; Education Work Relationship; Foreign Countries; Higher Education; Medical Education; Organizational Change; Professional Continuing Education; *Social Change; Teacher Education; Womens Education
IDENTIFIERS- Great Britain; United States

The following papers from a conference dealing with the interaction of adult learning, educational practice, and cultural context are presented: "Radical Adult Education: Back to Basics" (Allman, Wallis); "Teaching To Be Competent" (Armstrong); "Universities and Adult Education: A New Relationship?" (Boud, McDonald); "Theories-in-Use, Reflective Practice and the Teaching of Adults: Professional Culture in Practice" (Bright); "Changing Culture of Medical Education: Teaching What We Know" (Crandall); "And Finally: Changing Cultures of Educational Institutions and Practices" (Duke); "Culture Change/Changing Culture: 'Multi-skilling' the Practitioner in Post-Compulsory Education and Training" (Edwards); "Situating Access to Higher Education in Its Political Culture" (Fieldhouse, Benn); "A Culture of Change? Perspectives on Adult Education in the Workplace" (Hamilton); "Changes in Adult Education Policy and the Impact on 'Client Groups' with Specific Reference to Gender" (Hester, Florence); "The Culture of Difference: Women's Education Re-Examined" (Malcolm); "Adult Learning and Cultural Change in an M.Ed Course: The Case of the Examiners" (Miller, Fletcher); "Adult Education and the Changing Research Context" (Murphy); "Lessons in Citizenship: University Adult Education and Modernity" (Steele); "Employers and the Continuing Education of Employees with Particular Reference to Employee Development Programmes" (Taylor); "New Cultural Contexts for University Adult Education: The Potential of Partnerships with Non-Traditional Agencies" (Thomson); "Nine Facets of Continuing Education for the Professions" (Watson); "Cultures and Double Beings: Linking Adult Learners and Their Environments" (Zeldin); and "Cultural Conflicts: Adult and Further Education Teacher Training in Higher Education" (Zukas). (MN)

ED 358 291 CE 063 817

Rosow, Jerome M.; Zager, Robert
Job-Linked Literacy: Innovative Strategies at Work. Part I. Vestibule Training: Basic Skills for New Hires. A Work in America Policy Study.
PUB DATE- 91
NOTE- 97p.; For parts II-III, see CE 063 818-819.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

ED 358 309 CE 063 849

Working Mothers and Their Children. Facts on Working Women No. 89-3.
PUB DATE- Aug 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Mothers; *Children; Day Care; Early Parenthood; *Employed Parents; Employer Attitudes; *Employment Level; *Employment Patterns; Hispanic Americans; Income; Marital Status; *Mothers; Poverty; Tables (Data); Whites

In 1988, 45% of mothers with children under the age of 18 were in the labor force. Regardless of marital status, mothers are very active in the labor force and contribute significantly to family income. On average, female-headed households earned 56% of the amount married-couple families earn. Families maintained by women represented 52% of all families below the poverty level in 1987. Mothers were most likely to be employed if divorced (75.1%) or in married-couple families (61.9%). Regardless of marital status, mothers with older children were more likely to be employed than were mothers with younger children. The labor force activity of the nearly 10 million mothers with children under 3 has increased substantially from 1978 to 1988 (from 39.1 to 52.5%). As of 1988, most of the country's nearly 600,000 teenage mothers had not completed high school and had an overall unemployment rate of 39.4%. A 1987 nationwide Bureau of Labor Statistics survey reported that 11% of establishments with 10 or more employees provided direct day care benefits and about three-fifths provided at least some indirect day care benefits (in the form of work schedule or leave policies). (MN)

ED 358 310 CE 063 850

Women in Management. Facts on Working Women No. 89-4.
PUB DATE- Dec 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Level; *Employment Opportunities; *Employment Patterns; Ethnic Distribution; Federal Government; *Females; Futures (of Society); *Managerial Occupations; Racial Distribution; Tables (Data); *Women Administrators

Although more U.S. women hold management positions than at any other time, only an estimated 1 or 2% have made the breakthrough to top-level executive positions. In 1988, women in the United States represented 45% of the civilian labor force; however, they represented only 39.3% of all persons employed in managerial, executive, and administrative occupations. In 1988, women managers represented 10.8% of all employed women (up 6.3% from 10 years earlier). Of these women managers, 60.1% were married with a spouse present. Most were middle-aged. As of September 1988, women held 42.2% of the 2,125,148 nonpostal executive branch federal civilian jobs, 30.8% of professional jobs, and 37.1% of nonclerical administrative jobs. Women were more likely to be managers in areas where there were already more women employees at lower levels. The largest numbers of women managers (37.8%) were employed in the services industries. Black and Hispanic women represented 2.9 and 6.7% of all employed women managers,

ED 358 328   CE 063 878

Gipson, Constance F.
Giving Direction to Life: Vocational Education and Community-Based Organization Partnerships.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Gender Equity.
PUB DATE- 91
NOTE- 129p.; Highlighted information blocks throughout document may not copy well due to low contrast inks.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Community Cooperation; *Community Resources; *Cooperative Programs; *Educational Cooperation; Education Work Relationship; One Parent Family; Partnerships in Education; Postsecondary Education; Program Implementation; *School Districts; Secondary Education; *Vocational Education
IDENTIFIERS- California; *Community Based Organizations

This book highlights existing successful partnerships between local educational agencies (LEAs) and community-based organizations (CBOs), identifying barriers to such partnerships and providing strategies for partnerships that prepare youths and adults for tomorrow's work force. In addition, the book provides ideas for school administrators about using CBOs to increase services to their younger students, adult students, and parents. The book is organized in five chapters. The first chapter looks at both the problems and the opportunities that schools currently face. It includes the following: an overview of current problems and solutions; the origin of the term "CBO," a review of federal and state initiatives for LEA/CBO partnerships; and an examination of the barriers and benefits of collaboration. The second chapter, presented in a directory format, provides information on successful LEA/CBO partnerships throughout California. The focus is on single-parent projects, funded with Perkins Act money. The descriptions give a general picture of each program, along with examples of collaborative partnerships; each description includes the following: LEA address, telephone number, and contact persons; description of collaborative efforts; CBO address, telephone number, and contact person; and list of services. Chapter 3 focuses on four specially funded programs that have grown in response to state and federal encouragement of LEA/CBO collaborations. The first three programs, funded by the Gender Equity Office of the California Department of Education, are based on a specific program model that can be replicated. The fourth program reflects local innovations in developing programs addressing specific needs. The fourth chapter summarizes essential steps taken by LEAs and CBOs that have been successful in establishing healthy mutual beneficial partnerships, and includes examples of contracts. The final chapter provides program descriptions of 22 selected state, national, and international CBOs, including information about their purpose, structure, accomplishments, and activities. A list of acronyms and an index complete the guide. (KC)

ED 358 329   CE 063 879

Mauldin, Teresa, Ed.
American Council on Consumer Interests Annual Conference. Proceedings. (39th, Lexington, Kentucky, March 31-April 3,

ED 358 345 CE 063 925

Computer Programming. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; Computer Software; *Educational Resources; Entry Workers; Job Skills; Postsecondary Education; Program Guides; *Program Implementation; *Programing; Secondary Education; State Standards; *Student Evaluation; Teaching Methods
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a computer programming curriculum in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for computer programing courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment, and supplies, and safety for computer programing classrooms and laboratories; program implementation; teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a listing of sources for print materials, audiovisuals, and computer software programs; and a list of 49 teacher-recommended print materials, 1 teacher-recommended audiovisual, and 7 teacher-recommended software programs). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities with resources, procedures, information sheets, and self-check with answers. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the computer programing field. (KC)

ED 358 346 CE 063 926

Consumer Electronic Product Servicing. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; Educational Resources; Electronic Equipment; *Electronic Technicians; Entry Workers; Job Skills;

ED 358 362 CE 063 954

Alaluf, Mateo
The Unemployment Trap. Long-Term Unemployment and Low Educational Attainment in Six Countries: Belgium, France, Portugal, Spain, Sweden, United Kingdom.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Developed Nations; *Dislocated Workers; *Economic Progress; *Educational Attainment; Education Work Relationship; Employment; Federal Government; Foreign Countries; Government Role; *Illiteracy; Literacy Education; *Public Policy; Underemployment; *Unemployment
IDENTIFIERS- Belgium; *Europe; France; Portugal; Spain; Sweden; United Kingdom

This report defines the social exclusion process by examining long-term unemployment and educational deficiencies in Europe and assessing the scope and effectiveness of the steps taken by the governments concerned to deal with the problem. Chapter I looks at education and prolonged unemployment in six countries that reflect the range of European experience--Belgium, France, Portugal, Spain, Sweden, and the United Kingdom. Chapter II considers the countries individually from the point of view both of the extent of long-term unemployment and of the steps taken to limit its effects. Chapter III outlines the main features of long-term unemployment, while chapter IV reviews the types of measures introduced in the different countries and assesses the impact of national policies. Chapter V looks at the problems associated with lack of education and training and with illiteracy, chapter VI sets the problems in the context of the labor market, and chapter VII in that of economic policy options. The final chapter discusses the relationship between educational deficiencies and long-term unemployment. The aim is to identify both the ways in which social exclusion operates and the role of public policy in this area. (Contains 50 references.) (YLB)

ED 358 363 CE 063 958

Cunanan, Esmeralda S.; Maddy-Bernstein, Carolyn
Working Together for Sex Equity: Nontraditional Programs That Make a Difference.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 93
NOTE- 7p.; Developed by the Office of Special Populations, NCRVE University of Illinois at Urbana-Champaign Site. For a related document, see ED 353 452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Programs; Demonstration Programs; Models; *Nontraditional Education; *Nontraditional Students; Postsecondary Education; Program Effectiveness; *School Holding Power; *Sex Fairness; Student Personnel Services; *Student Recruitment; Womens Education

This issue, the second of a two-part series on gender equity, presents strategies that nontraditional programs around the

ED 358 382 CG 024 870

Davis, Stephen F.
Cheating in College Is for a Career: Academic Dishonesty in the 1990s.
PUB DATE- Mar 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; *College Students; Discipline; Higher Education; *Incidence; *Motivation
IDENTIFIERS- *Academic Misconduct

Academic dishonestly appears to be a perennial problem associated with higher education. The analysis presented in this paper is a composite of the results of two questionnaires administered to students at a variety of institutions--large state schools, medium state schools, large private schools, small private schools, as well as several two-year schools. The findings suggest that women report lower cheating rates than men and that the percentages of men and women at small, private liberal arts colleges who report having cheated in college is significantly lower than the percentages of their counterparts who report having cheated at larger institutions. Cheating to improve grades was found to be a leading motivator. Using crib notes and cheat sheets and copying answers from nearby papers were the two most frequently reported methods of cheating. Students listed a variety of other creative methods of cheating as well. Other parts of this paper look at the responsibility of the faculty and the institution to respond to cheating, how to discourage cheating in the classroom and punishment for cheating. While certain external preventative measures may deter cheating, the data indicates that what is really needed is the development in students of an internalized code of ethics which is opposed to cheating. It is suggested that a theory of understanding is needed, a model that naturally resists cheating because cheating deprives individuals of opportunities to test their personal theories of understanding. Understanding is required for competence, and competence for success, and if educators personally subscribe to this model and teach it with fervor to their students, academic dishonesty may be reduced. (NB)

ED 358 383 CG 024 871

Kennedy, Gregory E.
The Value and Commitment to Work and Family Roles: Influence of Gender and Family Background.
PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Employee Attitudes; Expectation; *Family Attitudes; *Family Characteristics; Family Structure; Higher Education; Nuclear Family; One Parent Family; Role Perception; *Sex Differences; Stepfamily; Undergraduate Students; *Values; *Work

ED 358 403 CG 024 896

Abruzzese, Michele; Chambliss, Catherine
Adult Daughters of Working Mothers: Supermom Juniors?
PUB DATE- 23 Mar 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Children; College Students; *Daughters; *Employed Parents; Females; Higher Education; *Mothers; *Student Attitudes

This study investigated the effects of mothers' working status on their college student child's current attitudes toward maternal employment. This study attempted to find an explanation for the finding from previous research that female college students whose mothers were employed during their childhood reported that they would have been happier if their mother's work status had been different while they were growing up. Findings from 112 male and 136 female college students who ranged in age from 17-36 years, revealed that the students' self-esteem and current happiness were related to maternal employment status during early childhood. There was a trend for females whose mothers were employed full- or part-time during their early childhood to report that they felt threatened by their mothers' work accomplishments. The findings suggest an indirect relationship between maternal employment and current levels of happiness and self-esteem. There is a need for future research to address the way in which internal pressures to succeed affect adolescent women. (NB)

ED 358 404 CG 024 897

Hernandez, Jeanne
Eating Disorders and Sexual Abuse among Adolescents.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine Scientific Sessions (13th, New York, NY, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Anorexia Nervosa; *Bulimia; Child Abuse; *Eating Disorders; *Eating Habits; Grade 9; Grade 12; High School Freshmen; High Schools; High School Seniors; *Sexual Abuse
IDENTIFIERS- Minnesota

This study was conducted to examine the list of identifying factors and predictors of childhood physical abuse, extrafamilial sexual abuse, and incest among male and female adolescents in the general population. In 1989, a survey was administered to 6,224 9th and 12th grade students in public schools in Minnesota. The findings revealed that more American Indian and African American than White adolescents reported the three types of abuse (incest, extrafamilial sexual abuse, physical abuse). Physically and sexually abused males and females more often reported eating disorders. Females and minority adolescents also were more likely to report more eating disorders. Adolescents with eating disorders reported lower self-esteem, more stress, more anxiety, more hopelessness, and more suicide ideation than did their peers. Having an eating disorder correlated with cigarette use, alcohol consumption, hard drug use, and sexual activity.

ED 358 426 CS 011 322

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1991 to June 30, 1992.
PUB DATE- 93
NOTE- 223p.; For previous year's research, see ED 346 448.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Social Influences; *Teacher Education
IDENTIFIERS- Reading Management

This book summarizes approximately 600 reports of reading research identified between July 1, 1991 and June 30, 1992. Research studies in the book are categorized into six major areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. All but the first category in the book are further subcategorized, and individual studies within subcategories are grouped by subject. An author index and a list of journals, conference proceedings, and yearbooks monitored conclude the book. (RS)

ED 358 427 CS 011 324

Clay, Marie M.
An Observation Survey of Early Literacy Achievement.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Classroom Observation Techniques; Classroom Research; *Evaluation Methods; Language Arts; Literacy; Primary Education; Reading Writing Relationship; Research Methodology; *Student Evaluation; Writing Skills
IDENTIFIERS- *Emergent Literacy

Designed to help teachers monitor their students' progress in beginning literacy, this book describes some classroom observation tasks which have been used systematically by New Zealand teachers to guide their teaching of young children in formal school programs. The book is designed for: teachers who work individually with children having temporary difficulties with learning; administrators who want teachers to give them easy-to-read accounts of individual progress; students of emerging literacy behaviors who are training themselves to be observers of learners; and researchers probing how young children learn about literacy. Chapters in the book are: (1) Observing Change in Early Literacy Behaviors; (2) Reading and Writing: Processing the Information in Print; (3) Assisting Young Children Making Slow Progress; (4) Taking Running Records of Reading Texts; (5) Other Observation Tasks; (6) Summarizing the Observation Survey Results; and (7) The Teacher and the Observations. Administration and scoring sheets for the Ohio Word Test, the Ohio Stanine Score Summary Sheet, and the New Zealand Stanine Score Summary Sheet are attached. (RS)

ED 358 446 CS 213 821

Gill, Kent, Ed.
Process and Portfolios in Writing Instruction. Classroom Practices in Teaching English, Vol. 26.
PUB DATE- 93
NOTE- 108p.; Edited with the Committee on Classroom Practices.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Higher Education; Language Arts; *Portfolios (Background Materials); *Student Evaluation; Student Needs; *Writing Assignments; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- Portfolio Approach; *Process Approach (Writing); Writing Motivation

In this collection, English language arts teachers describe methods they use to increase their students' interest in and appreciation of writing. The book focuses on the benefits of using portfolios in assessing student writing and incorporation of the revision process into writing. The 16 essays drawn from the elementary, secondary, and, college levels in this collection all stress the value of collaboration and the necessity of allowing students to rework and reshape their writing to meet the shifting demands of their own lives. The essays include: (1) "Images" (Gail M. Young); (2) "Scavenger Hunt: A Writer's Field Trip" (Robert W. Keiper); (3) "Life Maps: A Road to Writing" (Beverly Wilkins and Betty McWilliams); (4) "They Said I Was an Author" (Robert J. Nistler); (5) "Writing a Student Profile" (Lela M. DeToye); (6) "Teachers as Writers" (D. R. Randsell); (7) "Group Paragraphs: A Route to Revision" (Elaine Murphy); (8) "Glossing: A Revision Technique" (Marylyn E. (Calabrese); (9) "A Polemic on Evaluating Writing" (Joseph E. Strzepek and Margo A. Figgins); (10) "The Portfolio as an Assessment Tool" (Carole Ackerson Bertisch); (11) "The Empty Space" (Linda LaMantia Privette); (12) "Interviewing a Portfolio" (Bob Ingalls); (13) "Teenage Mutant Ninja Portfolios" (Dan Verner); (14) "Portfolios: From Negative to Positive" (Anne Sharp); (15) "Portfolio Assessment in the College Writing Classroom" (Donald R. Gallehr); and (16) "What Student Portfolios Are Teaching Us" (Laura Brady and Christopher Thaiss). (SAM)

ED 358 447 CS 213 832

Jonsberg, Sara Dalmas
Rehearsing New Subject Positions: A Poststructural Look at Expressive Writing.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Higher Education; Open Enrollment; Self Actualization; Theory Practice Relationship
IDENTIFIERS- Basic Writers; Discourse Communities; *Expressive

ED 358 465 CS 213 871

Campbell, Elizabeth Humphreys
Fifteen Raters Rating: An Analysis of Selected Conversation during a Placement Rating Session.
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Ethnography; *Evaluation Methods; Evaluation Problems; Freshman Composition; Higher Education; *Holistic Evaluation; Scoring; Student Placement; *Writing Evaluation; Writing Research
IDENTIFIERS- Placement Tests

An ethnographic study investigated conversations during planning meetings and placement rating sessions for selecting and rating freshman composition placement exams. Planning meetings involved the administrative coordinator and two assistants selecting model essays, discussing the rubric, and confirming the final plans for the rating session. Fifteen instructors of first-year composition at a large, public, urban midwestern university holistically rated about 2,000 placement essays over a 4-day period. Conversations were tape recorded, transcribed, and analyzed. Results indicated that, while choosing the model essays, the planning team focused on an informal rubric; during the rating session itself, however, no mention of the informal rubric was made. Most discussions took place around problematic or puzzling essays; ones that fit clearly into a category did not require much discussion. Findings suggest that administrators of holistic assessment sessions should expect discussions during rating sessions to stray far from the terms of the written rubric as the raters struggle to work out the meaning of scores they assign. (A figure listing terms from the "mental rubric" and a figure presenting the written rubric are included.) (RS)

ED 358 466 CS 213 872

Powers, Judith K.
Helping the Graduate Thesis Writer through Faculty and Writing Center Collaboration.
PUB DATE- 1 Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Doctoral Dissertations; English (Second Language); Graduate Students; Higher Education; *Masters Theses; Models; *Student Needs; Writing Across the Curriculum; *Writing Laboratories
IDENTIFIERS- University of Wyoming; Writing Conferences

Last year, the Writing Center at the University of Wyoming saw a 100% increase in conferences held with graduate student research writers. Reactions of writing center staff to this development were not entirely positive because: (1) writers came with documents that were too long to discuss in a 30-

ED 358 485 CS 213 911

Moddelmog, Debra A.
Readers and Mythic Signs: The Oedipus Myth in Twentieth-Century Fiction.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Fiction; Higher Education; *Literary Criticism; *Literary Genres; *Mythology; Reader Response; Reader Text Relationship; *Twentieth Century Literature
IDENTIFIERS- Aesthetic Reading; Freud (Sigmund); *Interpretive Validity; Oedipus Rex; Poetics; Response to Literature

Offering a poetics for myth in 20th century fiction, this book argues that the nature of myth is to inspire interpretation, that every myth carries with it an intertextual body of theories regarding its meaning and yet remains capable of evoking new meaning. The book further argues that myth, when used in fiction, functions like a language, with the reader/student attempting to negotiate meaning for the myth or its key actions, its mythemes, while at the same time responding to the interpretive cues of the text itself. Chapters in the book are: (1) Myths and Their Signs; (2) A Poetics for Myth in Fiction; (3) The Power of the Solitary Mytheme: The Anti-Sphinx of Alternative Wastelands; (4) Mythemes and Questions of Genre: The Blindness of the Private Eye in Antidetective Fiction; (5) Reading Myths and Mythemes after Freud: From Oedipal Incest to Oedipal Insight; and (6) The Epistemology of the Oedipus Myth. (RS)

ED 358 486 CS 213 912

Lawson, Linda
Truth in Publishing: Federal Regulation of the Press's Business Practices, 1880-1920.
PUB DATE- 93
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *Federal Regulation; Journalism History; *Mass Media Role; *Newspapers; Public Policy; United States History
IDENTIFIERS- *Business History; Business Research; *Media Government Relationship; Newspaper Ownership; Progressive Era

Examining the other side of the textbook image of the role of the early 20th century press as "crusader," this book presents a policy history of government regulation of the print media's business practices in the early 20th century. The first part of the book documents the press's inner workings,including its excesses and abuses, as it evolved from a collection of small businesses in the mid-1800s to an established commercial institution of the twentieth century. The second part of the book examines the regulatory actions brought about by publishers' fierce competition for advertisers and readers. In analyzing what this episode in policy making reveals about Progressive ideology's reliance on publicity and regulation to solve social and economic problems, the book integrates many of the apparently paradoxical strands of scholarship on the Progressive period. Chapters in the book are: (1) Introduction;

ED 358 506 EA 024 794

Wolf, Rudolf
Health-Threatening Building Materials in School Construction and Equipment.
PUB DATE- Oct 92
NOTE- 16p.; Paper presented at the International Seminar on School and Environment (Vienna, Austria, October 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asbestos; Construction Management; *Construction Materials; *Design Requirements; Elementary Secondary Education; Foreign Countries; *Hazardous Materials; Health; *School Buildings; *School Safety
IDENTIFIERS- *Germany

Awareness in Europe of the possible health hazards of certain building materials has increased. Many new building products have had no long-term testing, and competition leads to constant product changes. For example, asbestos-laden materials were used widely in schools, and now they must be removed or treated at great cost. Scientists and politicians have attempted to respond to the problem of health-threatening building materials. Germany's Federal Office for the Environment has created a guide describing substitutes that can be used in place of asbestos. Government civil-engineering departments also have released a planning aid on building materials. Other recommendations concerning harmful building materials and equipment have been made in operational instructions, circular orders, and building regulations. These regulations range from providing builders with a greater awareness of the dangers of some materials to refusal to provide financial backing for building projects using hazardous materials. The European Directive on Construction Products has been adopted and requires buildings to be constructed so as not to be dangerous and to meet certain standards. (JPT)

ED 358 507 EA 024 796

Rossmiller, Richard A.; Holcomb, Edie L.
The Effective Schools Process for Continuous School Improvement.
PUB DATE- Feb 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Development; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Public Schools; *School Based Management; School Restructuring; *Student Educational Objectives
IDENTIFIERS- *Effective Schools Movement; Outcome Based Education; Total Quality Management

ED 358 526 EA 024 956

Uchitelle, Susan
School Choice: Issues and Answers. Fastback 348.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Admission (School); Educational Change; *Educational Innovation; Educational Opportunities; Elementary Secondary Education; *Nontraditional Education; Parent Participation; Public Schools; *School Choice; *School Restructuring

Issues in school choice as a method for achieving educational reform are discussed in this booklet. The first part provides a brief historical background of the school choice movement, including an analysis of the issues being debated over the marketplace theories and the general philosophy behind school choice. The second part highlights a few of the existing plans on public schools of choice in the United States, both interdistrict and intradistrict--in Minnesota; Indianapolis, Indiana; Eugene, Oregon; East Harlem, New York; and San Diego, California. Programs for controlled choice and for achieving desegregation are described. Current state legislation dealing with school choice is also reviewed. The third part discusses the conditions necessary for accessible and equitable choice programs, including such issues as racial balance, transportation, community participation, and financing. A conclusion is that school choice is not the sole vehicle for restructuring student performance, but it can serve as a catalyst for bringing about change. Recommendations are made to provide transportation, involve parents, reaffirm public schools, make funding equitable, and give every school the opportunity to improve. (Contains 20 references.) (LMI)

ED 358 527 EA 024 958

Cooley, William W.
The Difficulty of the Educational Task.
PUB DATE- 12 May 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Census Figures; Educational Diagnosis; *Educational Testing; Elementary Secondary Education; *Evaluation Methods; *Evaluation Problems; Public Schools; *Student Characteristics
IDENTIFIERS- Census 1990; *Pennsylvania

Comparison of student test scores between states, school districts, and even schools continues to be a popular measure of student achievement. However, these comparisons reveal little about the quality or effectiveness of educational programs, only the varying difficulty of educating different populations of students. This report uses U.S. Census data and information on Pennsylvania school districts to explain differences in the difficulty of the educational task. Demographic data on adult high school graduation rates, single-parent homes, and poverty levels can indicate the difficulty of educating students. Data indicate that as the percentage of

ED 358 547 EA 024 984

Marsh, George E., II
Computers: Literacy and Learning. A Primer for Administrators. Roadmaps to Success: The Practicing Administrator's Leadership Series.
PUB DATE- 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *Information Technology; *Technological Advancement

This book goes beyond explaining the continuing need for computer literacy and provides concrete examples of how to implement worthwhile, effective programs even under austere school budgets. The introduction explains the need to produce literate and technologically competent graduates able to compete in the global economy. The various applications of technology to instruction are described in chapter 2, and answers to commonly asked questions are provided in chapter 3. The fourth chapter shows how to make the best use of computers and describes a variety of settings, such as the one-computer classroom, the low-density computerized classroom, the high-density computerized classroom, the networked classroom, the computer lab, and the networked school. Chapter 5 describes ways to integrate computers with classroom instruction for personal productivity, adaptive/augmentation uses for exceptional students, multimedia instruction, teacher support, and telecommunications. The sixth chapter explains the uses of different telecommunications functions, and chapter 7 presents scenarios that illustrate the use of technology in the classroom. A conclusion is that the principal, as instructional leader of the school, can do much not only to improve education with computers, but also to strengthen America's economic future. One figure is included. (Contains 20 annotated references.) (LMI)

ED 358 548 EA 024 985

Curcio, Joan L.; First, Patricia F.
Violence in the Schools: How To Proactively Prevent and Defuse It. Roadmaps to Success: The Practicing Administrator's Leadership Series.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Discipline Policy; *Discipline Problems; Elementary Secondary Education; *Prevention; Public Schools; *Sexual Harassment; Student Behavior; *Teacher Student Relationship; *Violence; Youth Problems

Research has confirmed what educators have long suspected, namely, that violence in schools is increasing. A 1991 Federal

ED 358 567 EA 025 010

U.S. Department of Education, Office of Inspector General (OIG), Semiannual Report to Congress, No. 26. October 1, 1992-March 31, 1993.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Crime; Elementary Secondary Education; Federal Aid; *Federal Programs; *Financial Audits; Government Publications; Higher Education; Investigations; *Loan Default; Private Schools; *Program Effectiveness; Program Evaluation; Proprietary Schools; Public Schools; Student Financial Aid; *Student Loan Programs; Vocational Education
IDENTIFIERS- *Department of Education; *Office of Inspector General

This report summarizes the accomplishments of the U.S. Department of Education, Office of Inspector General (OIG), for the 6-month period ending March 31, 1993. An audit and inspection of student financial assistance programs administered by the Office of Postsecondary Education found that many postsecondary vocational training programs are funded despite poor job prospects for program graduates. Loan monies were also disbursed incorrectly or fraudulently. Misallocation and abuse of funds were also found among elementary, secondary, and special programs for the disadvantaged and disabled. There were several indictments and prosecutions of proprietary-school officials involving student loan fraud and other offenses. The report's seven chapters describe audit and inspection activities, investigative activities, significant management problems, legislative and regulatory activities, and non-federal audit activities. They also provide a statistical summary, and information on background and organization. Appendices include an index of reporting requirements, audit-resolution tables, reports on programs and activities, unresolved audit reports, significant findings and recommendations of the audit reports, prosecution actions resulting from OIG investigations, and glossaries of abbreviations and terms. (JPT)

ED 358 568 EA 025 011

Lawrence, C. Edward; And Others
The Marginal Teacher: A Step-by-Step Guide to Fair Procedures for Identification and Dismissal.
PUB DATE- Feb 93
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dismissal (Personnel); Elementary School Teachers; Elementary Secondary Education; *Faculty Evaluation; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Dismissal; *Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision
IDENTIFIERS- *Marginal Teachers

This book provides the school administrator with a comprehensive,

ED 358 588 EC 301 837

Gallagher, James J.
The Implementation of a Vision of Comprehensive Services.
PUB DATE- 92
NOTE- 22p.; In: Gallagher, James J., Ed., Fullager, Patricia K., Ed. The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems; see ED 353 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Change Strategies; *Coordination; *Delivery Systems; *Disabilities; *Early Intervention; Family Programs; Health Services; Infants; Interdisciplinary Approach; Objectives; Preschool Education; Program Implementation; Social Change; Social Services; Special Education; Toddlers
IDENTIFIERS- *Comprehensive Services; Individuals with Disabilities Education Act Part H

This paper explores the barriers and possible solutions toward the implementation of the goal of a coordinated service system for young children with special needs and their families. The components of the vision of a comprehensive, interagency, multidisciplinary, coordinated service system are outlined, such as interdisciplinary cooperation, a significant family role, and services for all eligible children. A table lists some of the grounding assumptions in the health, special education, and social services professions. The paper discusses whether change called for by Part H of the Individuals with Disabilities Education Act should be revolutionary, which would attack these grounding assumptions, or evolutionary, which would preserve the grounding assumptions. The paper then considers how the actual implementation of the vision would vary by context, how the steps necessary to move from the current system to the new vision must be determined, and how to develop strategies by which appropriate resources are obtained for the new vision. (Contains 36 references.) (JDD)

ED 358 589 EC 301 877

Shaughnessy, Michael F.; And Others
Gifted Children's, Teachers', and Parents' Perceptions of Influential Factors on Gifted Development.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Gifted; Influences; *Parent Attitudes; Perception; *Performance Factors; *Student Attitudes; Student Characteristics; *Student Development; *Teacher Attitudes
IDENTIFIERS- England

Results from two studies are offered in this examination of differing perceptions of influential factors on gifted children's development. The first study surveyed parents, teachers, and gifted children in two southwestern states regarding their perception of the factors that have contributed to "giftedness." A 6-point Likert scale was constructed and administered to 28 parents, 9 teachers, and 59 students.

ED 358 606 EC 302 168

McKinney, James D.; And Others
Synthesis of Research on the Assessment and Identification of Students with Attention Deficit Disorder.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Disorders; Educational Diagnosis; Elementary School Students; Elementary Secondary Education; Family Characteristics; *Handicap Identification; *Incidence; Learning Disabilities; Multiple Disabilities; Preschool Children; Preschool Education; Secondary School Students; Socioeconomic Status; *Student Characteristics; *Student Evaluation

This document presents a synthesis of research on the assessment and identification of children with attention deficit disorder (ADD) based on literature published between 1980 and 1992. After an introduction and a section providing background information, individual sections review the literature on: the instruments used to assess ADD; the educational characteristics of children with ADD and subtypes of ADD; the coexistence of ADD with other disorders such as learning disabilities and conduct disorders; assessment and identification of preschool-aged children with ADD; issues regarding ethnicity and socioeconomic status in the assessment and identification of children with ADD; and studies of the families of children with ADD. A final section provides general conclusions concerning educational characteristics and assessment of these children. These conclusions address: general intelligence, academic achievement, functional outcomes, special education placement, social relationships and skills, ADD and learning disabilities, ADD and behavior disorders, speech and language problems, sociodemographic characteristics, multicultural characteristics, assessment of primary characteristics, assessment of co-occurring disabilities, defining the severity of ADD, duration of symptoms, situational and temporal variability, educational characteristics and needs, and assessing social adjustment and adaptation. An appendix details the synthesis methodology. Ten extensive tables summarize and compare the research reviewed. Most chapters contain references. (DB)

ED 358 607 EC 302 169

Kohler, Paula D.; And Others
Transition from School to Adult Life: Foundations, Best Practices, and Research Directions.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 142p.; Chapter 4 has been separately analyzed, see EC 302 170.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)

ED 358 627 EC 302 190

Riches, Vivienne; And Others
Secondary Education: A Follow-Along Study of Students with Disabilities in Transition in New South Wales.
PUB DATE- Feb 93
NOTE- 97p.; A product of the Unit for Rehabilitation Studies. Funded by the Special Education Directorate.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; *Disabilities; *Education Work Relationship; Employment; Followup Studies; Foreign Countries; *Graduate Surveys; *High School Graduates; High Schools; Mental Retardation; *Outcomes of Education; Program Effectiveness; Special Classes; *Special Education; Special Schools; Transitional Programs; Vocational Education
IDENTIFIERS- *Australia (New South Wales); Impairment Severity

This report summarizes results obtained for the first cohort of students (n=98) with disabilities involved in the pilot Transition Project begun in 1989 in New South Wales (Australia). Students were in either special schools (56 percent), special classes in regular high schools (40 percent), or integrated regular settings (3.5 percent). Of the students, 87 percent had intellectual disabilities, 9 percent physical disabilities, 3 percent multiple disabilities, and 1 percent sensory disabilities. Interviews were held 1 to 2 years after leaving school with 57 of the students, of whom two-thirds were male. High school education had focused on functional curriculum areas stressing community-based instruction, with 84 percent of interviewed students having been involved in vocational training. This training occupied from 40 to 80 percent of instruction time during the students' last year in school. Half the sample was employed at the time of follow up. Fifteen (26 percent) were at home without occupation or further education and training prospects. Severity of disability, especially intellectual, was associated with likelihood of being employed in full-time competitive employment. Students (61 percent) who had been assisted in transition to either postsecondary education or employment had better overall outcomes. Poorest outcomes were for youth who aged out or dropped out. Recommendations stress the special needs of youth with high support needs. (Contains 92 references.) (DB)

ED 358 628 EC 302 191

Deane, Paul
Family Support Services. ARCH Factsheet Number 22.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- May 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Crisis Intervention; *Disabilities; *Family Programs; Program Development; *Respite Care; Social Support Groups; Young Children
IDENTIFIERS- Crisis Nurseries; *Family Needs; *Family Support

This two-page fact sheet summarizes typical approaches, programs, and resources in the area of family support and respite

ED 358 645 EC 302 208

Burrello, Leonard C.; And Others
Issues & Policy Options in Special Education: Guide to Discussion & Response.
PUB DATE- 92
NOTE- 61p.; Designed to facilitate reader responses to issues described in ED 350 774 and EC 302 207.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Agency Cooperation; *Change Strategies; Debate; *Disabilities; Educational Change; Educational Philosophy; *Educational Policy; Educational Technology; Elementary Secondary Education; Financial Support; Institutional Mission; School Policy; *School Restructuring; Special Education; *Special Needs Students; Staff Development; Teacher Education

This guide is designed to facilitate the debating of local policy options in school restructuring which have implications for the education of students with disabilities and other learners with special needs. The guide summarizes special education issues and policy options described more fully in preceding booklets and then asks the reader to specify option preferences. The guide is designed to facilitate discussions regarding the future of special education and to assist in efforts to establish policies that will guide schools in providing quality education to all students. The guide is divided into three numbered response sections. The first of these calls for developing a statement of beliefs about the education of students with disabilities as well as all students. The second section presents five issues presented as action statements, each accompanied by one or more policy options. The issues include: (1) develop a clear vision and mission for education that includes all students; (2) establish a system of accountability; (3) create an organization that supports the mission of restructuring; (4) change what schools teach and how they teach it; and (5) create supports for staff development and staff renewal. Response section 3 concerns five more issues, as follows: (1) stakeholder responsibility; (2) integrated community services for students with disabilities and families: (3) educational technology; (4) teacher preparation and certification; and (5) funding. A form that readers may use to describe other issues they would like to have addressed, a respondent information sheet, and a checklist for indicating belief statement and policy option preferences conclude the document. (JDD)

ED 358 646 EC 302 209

Zadnik, David
Instructional Supervision in Special Education: Integrating Teacher Effectiveness Research into Model Supervisory Practices. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-

ED 358 663 EC 302 227

Katsiyannis, Antonis

Residential Placements for Students with Disabilities: Practice Trends and the Case of Virginia.

PUB DATE- Mar 93

NOTE- 17p.; Paper presented at the Annual Conference of the Midwest Symposium for Leadership in Behavior Disorders (11th, Kansas City, MO, March 4-6, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Costs; *Disabilities; Educational Practices; Elementary School Students; Elementary Secondary Education; Financial Support; *Institutional Characteristics; *Residential Schools; *School Funds; School Support; Secondary School Students; Special Schools; State Aid; State Surveys; *Student Characteristics; Student Placement; *Trend Analysis

IDENTIFIERS- *Virginia

A study of 14 residential facilities operating schools for children with disabilities in Virginia gathered information on the following topics: (1) nature of operation, profit versus nonprofit, fund-raising activities, plans for future expansion, and affiliations with national chains; (2) student profiles including disabilities served, number of males, placements classified by placing agency, average stay, and average cost per year; (3) number of staff and staff/student ratio; (4) agencies involved in licensing/monitoring the facility; (5) perceptions of state's monitoring different aspects of the schools; (6) distinct programs offered, availability of group/individual counseling, vocational programming, parent involvement, student community involvement, work opportunities, and after-care follow up; and (7) strengths and weaknesses of programming. Findings indicated that a wide range of services was provided by residential facilities, that there was a trend toward more specialized treatment, and there was an emphasis on family involvement in treatment of the residents and after-care follow-up activities. The study concluded that community-based programming, parent involvement, and effective transitioning are being emphasized to enhance the lasting therapeutic effects of educational programs, and that residential facilities are likely to continue engaging in fund-raising activities for capital improvement and for meeting increasing costs, along with states' continuing efforts to expand interagency collaboration and explore more cost-efficient programming. (Contains 20 references.) (JDD)

ED 358 664 EC 302 228

Sylvester, Lorrie; Shelden, M'Lisa

A Transdisciplinary Training Program for Providing Seating Positioning and Mobility Intervention to Children with Developmental Disabilities Who Are 0-3 Years of Age.

PUB DATE- Mar 93

NOTE- 6p.; Paper presented at the Technology and Persons with Disabilities Conference (Los Angeles, CA, March 17-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Cooperation; *Assistive Devices (for Disabled); Child Development Specialists; Courses;

ED 358 684 FL 020 803

Lakshmanan, Usha
"The Boy for the Cookie": Some Evidence for the Non-Violation of the Case Filter in Child Second Language Acquisition.
PUB DATE- 92
NOTE- 27p.; In: Young, Richard, Ed. Southern Illinois Working Papers in Linguistics and Language Teaching, Volume 1; see FL 020 801.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case (Grammar); English (Second Language); *Morphology (Languages); Nouns; *Phrase Structure; Preschool Children; Preschool Education; *Second Language Learning; Spanish Speaking; *Verbs

This work examines the developing second language (L2) grammar of a 4-year-old girl who was a native speaker of Spanish and who acquired English as an L2. The evidence suggests that, in contrast to some recent proposals for child first-language acquisition, in the case of child L2 acquisition, nonthematic properties such as Case and INFL systems appear to be operative from the beginning. Three types of evidence are presented. One piece of evidence relates to the early emergence of the copula. A second piece of evidence concerns verbless utterances containing "for." It is proposed that there is an implicit verb in these utterances and that Case theoretic reasons force movement of the post-verbal object to a pre-verbal position. In this position, the object is assigned Case by "for," which is held to be in INFL. A third piece of evidence concerns complement clauses of "want." Although the subject has difficulties in determining that "want" is an Exceptional Case Marking verb, the data suggest that she knows and obeys the Case filter. Extensive notes are appended; contains 45 references. (Author/JP)

ED 358 685 FL 020 804

Novak, Ben
Covert, Undetected, and Uncorrected: Apparently Fossilized Structures in the English Interlanguage of a Native Speaker of German.
PUB DATE- 92
NOTE- 15p.; In: Young, Richard, Ed. Southern Illinois Working Papers in Linguistics and Language Teaching, Volume 1; see FL 020 801.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); *Error Analysis (Language); *German; *Interlanguage; Second Language Learning
IDENTIFIERS- *Fossilized Language

It is asserted that the optimum method of describing the stages of an interlanguage (IL) and the development of learner competency toward the target language (TL) is one of self-analysis and subsequent reanalysis. A nine-page letter written by a native speaker of German in 1987 is compared with her correction of the letter in 1991. Analyses indicate that, while some stabilized idiosyncrasies originate in interlingual identifications, and some corrections are toward target language norms, others do not correspond to any forms outside the IL. The latter seem to be improvements on the TL and are between and among various jobs in the trade; workers in other trades tended to concentrate in one skill area. Unions were heavily involved in trades training; all but one offered health and safety training. Technological change was revolutionizing every part of the construction industry. A need was expressed for courses dealing with effective oral communications; how to use forms, graphs, and charts; and critical thinking and problem solving. Recommendations were made regarding courses, research, and advisory and other services. (Appendixes to the first part of the report include construction industry support structure and the needs assessment questionnaire. The second part of the report provides worker comments, the management perspective, use of computer-assisted learning, and recommendations based on these additional materials.) (YLB)

ED 358 236 CE 061 905

Basic Commercial Art. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Commercial Art; Curriculum Design; Design; Design Requirements; Employment Potential; Entrepreneurship; Equipment Maintenance; Graphic Arts; Illustrations; Job Skills; Layout (Publications); Letters (Alphabet); Occupational Information; Outcomes of Education; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Secondary Education; *Vocational Education
IDENTIFIERS- *Florida; Typography

This document includes a vocational program guide and Career Merit Achievement Plan (Career MAP) for secondary and postsecondary basic commercial art programs. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability considerations; suggested equipment list; and professional development (technical updating and teacher standards with related professional organizations and support services lists). The 11 intended outcomes establish students' proficiency in the following: communication skills; graphic production skills; technical art skills; design skills; lettering skills; typography skills; layout and paste-up skills; illustration skills; applied design skills; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 11 student outcomes. (NLA)

ED 358 237 CE 061 906

Commercial Art. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 64p.

programs in the province of British Columbia (Canada). Literature was reviewed and opinions were sought from ABE professionals and other field workers. Seven literacy classes were visited, 66 persons from several different locales in the province were personally interviewed, and 2 telephone surveys provided a combined interview sample of another 56 persons. The literature review showed that most research is based in the United States and is fairly recent. The distinctive characteristics of the ABE target population often meant that the usual research approaches did not work, and researchers emphasized the heterogeneity of the target population. Among avoiders or resisters, the evidence suggested that low perceived need and negative attitudes toward school prevailed. Barriers to participation appeared to be predominantly related to economic causes. Among dropouts, work- and family-related reasons appeared to dominate as causes for withdrawal. These issues were highlighted: life circumstances of the individuals involved, low self-esteem, low perceived needs, the long term, the need for more and different programs, a subgroup of people with learning disabilities, trades training, bureaucratic hassles, support issues, and the school system. (Appendixes include 54 references and instruments.) (YLB)

ED 358 254   CE 063 158

Philippi, Jorie W.
How Do You Know If It's Working? Evaluating the Effectiveness of Workplace Literacy Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Educational Needs; *Evaluation Criteria; Futures (of Society); *Literacy Education; *On the Job Training; *Program Evaluation; Technological Advancement
IDENTIFIERS- *Workplace Literacy

As the technology of the workplace changes, U.S. workers are called upon to have increasingly high workplace literacy skills in order to remain competitive. These skills encompass more than academic skills of reading and arithmetic; they involve complex applications of reasoning and problem-solving skills. In order to meet the need for workers with such skills, businesses often provide workplace literacy training programs. Such programs must be evaluated to see how well they are carrying out their mission and how they can be changed to meet the needs of employers and employees. Evaluation methods vary as the outcome sought varies. Companies generally evaluate training on four levels that measure: (1) to what extent the training meets organizational needs; (2) how well the employees master the content of the program; (3) how mastery of training transfers to, and has a positive impact on, job performance; and (4) to what extent changed job performance results in cost benefit to the organization. Evaluation criteria can be formulated based on these four levels of employer needs. Whatever type of program evaluation is used, it is critical that the data provide evidence that the program is or is not effective, based on the values of the organization. A true measure of program success is the willingness of the organization to expand it. (Contains 21 references.) (KC) comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. Program and course standards are based upon competencies required for using technology in life and in work. They also are designed to provide all students with technological literacy as it applies to a variety of occupations. Competencies and standards are provided for the following occupational categories: drafting, electronics, communications, construction, manufacturing, production, energy, power, transportation, aerospace, engineering, and supporting content areas. Applied learning activities are to be conducted in a laboratory setting with a minimum of 75 percent hands-on experiences with technological tools, machines, instruments, materials, processes, and systems. (KC)

ED 358 273 CE 063 797

Jurmo, Paul
Who Wants What Information--And How Do We Get It?: Issues in Workplace Education Evaluation.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Texas Workforce Literacy Conference (Dallas, TX, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; Labor Force Development; *Literacy Education; *Measurement Objectives; Program Effectiveness; *Program Evaluation; Staff Development
IDENTIFIERS- *Workplace Literacy

Basic issues in workplace education evaluation can be structured into five discussion questions. The first is who wants to know what information for what purpose. The "who" constitutes the program's stakeholders both at and beyond the program level. Further inquiry is then needed to determine what kind of information these stakeholders typically want from an evaluation and purposes for which they might use the information. The second question concerns the goals of workplace education and the indicators of progress toward those goals. All stakeholders' expectations for the program must be clarified. Through airing, negotiating, and prioritizing these expectations, agreement may be reached on what the program should be trying to achieve and on which of those program goals to focus most in the evaluation. Indicators of progress or success or ability should be determined so evaluators know what specific evidence to look for. The third question is about determining which are the other kinds of information on which an evaluation might focus. The fourth question concerns what sources of information exist and how information can be gathered from those human and material sources. Data-gathering activities may include interviews, questionnaires, observation, tests, and review of records. The fifth question is on what can be done to improve how evaluation is used. Suggestions are: assessing strengths and limitations of evaluation options,

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Basic Skills; Case Studies; Demonstration Programs; Employer Employee Relationship; *Entry Workers; Functional Literacy; Human Resources; *Job Training; Labor Education; Labor Force Development; *Literacy Education; Needs Assessment; On the Job Training; Program Effectiveness; Staff Development; Success

IDENTIFIERS- *Workplace Literacy

This volume, Interim Report No. 1 in a 3-year study, recommends that employers who want to enlarge the pool of applicants for entry-level career-oriented jobs give serious attention to "vestibule training." The volume is divided into two parts: report and case studies. The report suggests that vestibule training programs can provide job candidates who are marginally deficient in the basic skills with enough reading, writing, and math instruction to bring them up to the entry level. To maximize the cost effectiveness of vestibule training, the report recommends that companies teach basic skills and job skills in a "functional context" with training materials and equipment drawn directly from the job; basic skills and job skills should be taught in logical steps, with direct application to job needs, at the workplace. The concepts and practices involved are illustrated with examples drawn from the case studies and recommendations for employers are based on these studies. The second part of the volume contains the case studies of five innovative programs that have successfully trained marginally skilled young adults to perform career-oriented, entry-level jobs: the Federal Reserve Bank of Boston's Skills Development Center, the American Institute of Banking's Job Power program, the U.S. Army's Functional Literacy Program, Aetna Life & Casualty's "Hire and Train" Program, and the Center for Employment Training's network of community-based, preemployment job training centers. Information about Work in American Institute, Inc., is appended. (YLB)

ED 358 292 CE 063 818

Rosow, Jerome M.; Zager, Robert

Job-Linked Literacy: Innovative Strategies at Work. Part II. Meeting the Challenge of Change: Basic Skills for a Competitive Workforce. A Work in America Policy Study.

PUB DATE- 92

NOTE- 99p.; For parts I and III, see CE 063 817 and CE 063 819.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Case Studies; Demonstration Programs; Employer Employee Relationship; Functional Literacy; Human Resources; *Job Training; Labor Education; *Labor Force Development; *Literacy Education; Needs Assessment; Organizational Change; *Program Effectiveness; Staff Development; Success; Technological Advancement; Unions

IDENTIFIERS- *Workplace Literacy

This volume, Interim Report No. 2 in a 3-year study, establishes the need for job-linked literacy programs that respond to technological and organizational change, outlines the character of successful programs, and demonstrates these programs' potential value. The volume is divided into two parts: report and case studies. The introduction to the report recapitulates the major characteristics of job-linked literacy programs and the distinction between such programs and general literacy programs in the workplace. Subsequent sections of the report concentrate on job-linked programs whose objective is to help respectively. Growth in the number of managerial and management-related jobs through 2000 should provide increased employment opportunities for women who are prepared. (MN)

ED 358 311 CE 063 851

Women Business Owners. Hispanic Origin Women Business Owners. Black Women Business Owners. Asian American Women Business Owners. American Indian/Alaska Native Women Business Owners. Facts on Working Women Nos. 89-5 to 89-9.
PUB DATE- Dec 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; Employed Women; Employment Patterns; Ethnic Distribution; Federal Legislation; *Females; Financial Support; Hispanic Americans; Racial Distribution; *Self Employment; *Small Businesses

Women-owned nonfarm sole proprietorships increased 62.5% between 1980 and 1986 (from 2.5 to 4.1 million). Women's share of total nonfarm sole proprietorships increased from 26.1% percent in 1980 to 29.9% in 1986. Compared with male-owned businesses, women-owned businesses are more likely to be home based, not have any paid employees, provide no income to the owner from the firm, be newly acquired, and be started or acquired with no capital required or borrowed. In 1982, Hispanic women owned 2.1% of all women-owned nonfarm sole proprietorships, Black women owned 2.7%, Asian American women owned 1.6%. American Indian women owned 19% of sole proprietorships in California, 11% in Oklahoma, 9% in North Carolina, 5% in Texas, and 4% in Colorado. Alaska Native women owned 6% of all sole proprietorships in Alaska. All women business owners, regardless of racial or ethnic group, are most likely to own sole proprietorships in the service industries and in retail trade. Opportunities for women business owners of all racial and ethnic groups should be enhanced by financial support made available under the Women's Business Ownership Act of 1988. (MN)

ED 358 312 CE 063 856

Black Women in the Labor Force. Facts on Working Women No. 90-4.
PUB DATE- Jun 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Employment; *Blacks; Educational Attainment; Employment Opportunities; *Employment Patterns; Family Income; *Females; Futures (of Society); *Labor Force; Marital Status; Poverty; *Unemployment

During the 1980s, the population of black women aged 16 years and older in the United States increased by 17.2%, and labor force participation for black women increased by 29%. In 1987, black women accounted for 50% of total black employment. The unemployment rate for black teenagers in 1990 was 30% (versus 10.8% for all black women). Labor force participation by black women increased from 53.1% in 1980 to 57.8% in 1990. Predictably, black women with more years of schooling have higher labor force participation rates. Increasing numbers of black women are entering higher paying and career-oriented managerial and professional specialty occupations, and many black women are becoming entrepreneurs. Total earnings for

1993).
PUB DATE- 93
NOTE- 427p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Biotechnology; *Consumer Economics; *Consumer Education; Decision Making; *Educational Research; Employment Practices; Family Income; Family Life; Foods Instruction; Health Education; Health Insurance; Information Utilization; *Money Management; Older Adults; Postsecondary Education; Research Methodology; Secondary Education; Time Management
IDENTIFIERS- Home Based Employment

This document contains 5 invited lectures, 34 refereed papers, 19 refereed poster abstracts, 10 special topics/invited papers, 15 workshops/ panel discussions, 6 graduate student papers, and 5 roundtables. Selected titles are as follows: "Biotechnology and the Consumer" (Flamm et al.); "Impact of Information on Consumers' Concerns about Technological Innovations" (Slusher, Zhang); "Consumer Expenditure Pattern Differentials between Working-Wife and Non-Working Wife Families" (Wang et al.); "Self Selection and Wage Gaps between Genders and Races" (Fan); "Diversity of Income and Net Worth of the Elderly" (Zhong et al.); "Households' Perceptions of the Severity of an Environmental Crisis and Decision-Making Surrounding the Adoption of Conservation Activities" (Ellis); "Analysis of Factors Influencing Sources and Amounts of Adolescents' Income" (Meeks); "Analysis of Leisure Expenditures in the United States" (Dardis et al.); "Tobacco Consumption Patterns: Implications for Consumer Education" (Bae et al.); "Materialism and Other Consumption Orientations" (Friedman); "Coming Resurgence of the Consumer Movement" (Swagler); "Simple Analytics of Health Fringes and Job Lock" (Kushman); "Approach to Health Care for Family Caregivers" (Lloyd et al.); "Consumer Knowledge" (Folk, Durum); "Information Use and Demographic Characteristics" (Lewis, Mauldin); "Needs Assessment: How Do We Know What To Teach?" (Jenkins); "Older Consumers' Knowledge of Health Insurance" (Prochaska-Cue, Cunningham); "Consumer Behavior of Low Income Persons" (Lewis); "Parents as Consumers of Child Care" (Cude et al.); "Working Parents and Child Care" (Hunts); "Improving Basic Taxpayer Literacy" (Schuchardt et al.); "Current International Consumer Issues" (Charters et al.); "Widening the Crack: Strengthening Consumer and Family Economics Programs" (Metzen et al.); "Contemporary Strategies for Effective Teaching with Applications in the Consumer Area" (Haskell et al.); "Family Functioning and Home-Based Business" (Owen, Stafford); "Benefits of Home-Based Work" (Duncan); "Money Attitude Scale" (Anderson et al.); "Consumer Economics, A Profession Gone Adrift: Some Positive Suggestions for Action" (Garman et al.); "Effects of Child Support on Educational Attainment of Young Adults" (Hernandez, Beller); "Innovative Teaching Techniques for Undergraduate Course" (Jafri, Block); "Teaching Intermediate Consumer Economics Micro-Theory Courses" (Weagley); "Our Global Economy...Implications for Consumer Education" (Dlabay); and "Volunteerism...It Starts at Home" (Douthitt). (KC)

ED 358 330 CE 063 889

Baldus, Lorayne; Nelson, Orville
VTAE Equity Staff Development Workshops and Services--Phase II. Final Report.

Paraprofessional Personnel; Postsecondary Education; Program Guides; *Program Implementation; *Repair; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a consumer electronic product servicing program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for consumer electronic product servicing courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: (1) program implementation; (2) instructional resources (a listing of 18 print materials, and 6 audiovisuals, along with publishers' addresses); (3) facility design for consumer electronic product servicing laboratories and classrooms, equipment, safety, maintenance, and liability; and (4) teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the consumer electronic product servicing field. (KC)

ED 358 347 CE 063 927

Data Entry Operations. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 90
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Data Processing Occupations; Educational Equipment; Educational Facilities; Evaluation Criteria; *Instructional Materials; *Keyboarding (Data Entry); Material Development; *Office Occupations Education; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test Items
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in data entry operations in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job title and description and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (the student learning guide and student organization participation); professional considerations (teacher certification and professional organizations and support services); and instructional resources (sources of print and audiovisual materials and software and teacher-recommended materials). A sample student country have found to be helpful in combating the problems of educational and occupational segregation by sex. Described in detail is the Outreach Equity Non-Traditional Program located at the Florida Advanced Technology Center at Brevard Community College. Strengths of the Florida program include active, personal, direct recruitment, complete support services, interagency collaboration, and job placement and follow-up programs. Four other programs are profiled: the Women in Machining (WIM) Training Program in Massachusetts, the Women in Technology Project at Vermont Technical College, the It's High Time for High Tech Career seminars in Missouri, and the Techno-Fear Fair at Ashland Community College in Kentucky. The key elements of these successful programs include the following: (1) extensive and active recruitment programs; (2) strong intra- and interagency collaboration; (3) a complete range of student support services; (4) an integrated curriculum that includes hands-on training and varied high-tech activities; (5) adequate work experience opportunities, effective job placement services, and a follow-up program; and (6) having nontraditional students meet nontraditional role models. Twelve recruitment strategies and 13 retention strategies for nontraditional students are suggested. (KC)

ED 358 364   CE 063 966

van Batenburg, Theo A.; Lokman, Ineke H.
Effectiveness in Senior Secondary Vocational Education.
PUB DATE- Jan 91
NOTE- 11p.; Paper presented at the Annual Meeting of the ICSEI (Cardiff, Wales, United Kingdom, January 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Business Education; Foreign Countries; High Schools; *Institutional Characteristics; *Outcomes of Education; Postsecondary Education; School Holding Power; *School Role; Technical Education; *Vocational Education
IDENTIFIERS- *Netherlands

Research was conducted in the Netherlands to determine what variables at the school level contribute to the differences in school effectiveness in the senior secondary vocational education system. Information was gathered through questionnaires answered by a representative sample of 57 of the country's 276 senior vocational schools and through questionnaires and intelligence test results from 4,889 students. Students were asked about their age, motivation, and preceding education. Analyses using a logistic approach showed that some school characteristics have a small effect on the degree to which students pass on to the next school year. These variables include pupil tutoring, the quality of the educational situation, and school size. However, student motivation and intelligence play a larger role in school success than school characteristics. (KC)

ED 358 365   CE 063 969

Kopka, Teresita L. Chan; Peng, Samuel S.
Adult Education: Main Reasons for Participating. Statistics in Brief.
PUB DATE- Jun 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Attitudes; Young Adults

Expectations of young adults concerning their future participation in four adult life roles (occupation, parenthood, marriage, homecare) were examined by comparing the responses of 301 male and 354 female college students from intact families, single-parent families, and stepfamilies on the Life Roles Salience Scales (LRSS). The results indicated that the subjects held a very positive set of expectations about the four adult life roles. Women demonstrated a significantly stronger indication of commitment to the roles of marriage, parenthood, and homecare and of valuing these roles somewhat more than did men. Men, in contrast, expressed significantly greater expectations regarding the value of the occupational role and their commitment to that role than did women. Students from single-parent families and from stepfamilies scored significantly higher in the Occupational Role Commitment Scale of the LRSS than did students from intact families. Most students indicated a high value for the marital role, with students from intact families placing a higher value on the marital role and anticipating more commitment to the work of the marital role than students from single-parent families and stepfamilies. In general, the data suggest a positive picture regarding the expectations with which young people are entering adult life. Information from this research can guide family life educators and students in explorations and discussion of various facets of family living. (NB)

ED 358 384 CG 024 874

Petersen, Anne C.; And Others
Depression in Adolescence: Current Knowledge, Research Directions, and Implications for Programs and Policy.
PUB DATE- Dec 92
NOTE- 91p.; Working paper commissioned by the Carnegie Council on Adolescent Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; *At Risk Persons; Behavior Disorders; Coping; Delinquency; *Depression (Psychology); *Sex Differences; Stress Variables; Substance Abuse; Suicide; Therapy

This document focuses on adolescent depression, described as a major, pervasive, and perhaps increasing problem. A brief introduction to depression in adolescence, with case examples, is followed by a discussion of what constitutes adolescent depression. Depressed mood, depressive syndromes, and clinical depression are three approaches taken in the field. An integration of these three approaches to adolescent depression is presented. A discussion of who becomes depressed in adolescence looks again at the three approaches to depression and examines variations by gender, group, and cohort. Extensive tables are provided which compare studies assessing depressed affect and studies assessing symptoms related to depression. Related disorders and problems are considered. A section on developmental processes explores both risk and protective factors, concentrating on the areas of biological processes, psychological factors, cognitive factors, family factors, peers, school factors, daily stress and stressful life events, and developmental trajectories. A section on approaches to intervention focuses on the treatment of adolescent depression, prevention of adolescent depression, and an integration of treatment and prevention efforts. A final section looks at

Adolescents with eating disorders also were more likely to have family histories of alcoholism and drug addiction. All of these variables were also significantly related to histories of physical abuse, extrafamilial sexual abuse, and incest. Findings were significant for males as well as for females. More sexually abused males and females were overweight than were their peers, although obesity was related to incest among females only. Underweight males and females were more likely to be physically abused and underweight males were more likely to have been sexually abused extrafamilially. (NB)

ED 358 405 CG 024 898

Carbonneau, Michael R.; And Others
Predictors of Adolescent Self Appraisal: Perceptions of Television Characters vs. Peers.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Characterization; Elementary School Students; Friendship; Intermediate Grades; *Mass Media Role; *Peer Relationship; Preadolescents; Secondary Education; Secondary School Students; *Student Attitudes; *Television

The images of life conveyed by television appear to have substantial impact on the expectations and standards that guide teenagers' choices and that shape their sense of satisfaction with their own life circumstances. This study compared the perceptions of 5th through 11th grade adolescents (N=133) of their own life experiences with those of their favorite television characters and the adolescent's closest friends. The congruence between the subjects' own personal experience of family restrictiveness, criticism, punitiveness, and sex roles and the experiences of both television characters and the adolescents' peers was assessed. The relationship between any incongruence and reported dissatisfaction was investigated in order to estimate the relative importance of television and peer role models. The influence of television and peers on body image and smoking was investigated. The relative importance of exposure to televised and real-life role models was assessed by considering the individual that the adolescent reported admiring most. Findings revealed that, although dissatisfaction was associated with wishing one's own life more closely resembled television, the overall television-self experience discrepancy scores were not related to family dissatisfaction. This suggests that adolescents may not use the specific family experiences they observe on television in establishing the standards against which they evaluate their own circumstances. (Author/NB)

ED 358 406 CG 024 899

Johnson, Mary Dell
Caring, Sharing and Getting Along: Children's Activities in Social Responsibility.
PUB DATE- 93
NOTE- 75p.; Illustrated by Laurie Edmonds.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Curriculum Enrichment; Elementary School Students; *Interpersonal Competence; Primary Education;

ED 358 428 CS 011 325

Rhodes, Lynn K.; Shanklin, Nancy L.
Windows into Literacy: Assessing Learners, K-8.
PUB DATE- 93
NOTE- 514p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; *Evaluation Methods; Language Arts; *Literacy; Metacognition; Reading Comprehension; Reading Strategies; *Student Evaluation; Writing Evaluation
IDENTIFIERS- Alternative Assessment; Authentic Assessment; Emergent Literacy

Based on the belief that effective literacy assessment is an integral part of literacy instruction, this book provides information about the aspects of reading and writing that can be assessed and how assessing them can aid in planning instruction. Each chapter of the book includes a "reflection" section intended to encourage readers to consider several views of the information provided. Most chapters have a "teacher reflection" section, written by a teacher, about a single topic in the chapter. Chapters in the book are: (1) Reflecting on Literacy Assessment: (2) Literacy Environments and Instruction; (3) Metacognitive Aspects of Literacy; (4) Assessing Language Systems and Strategies in Reading; (5) Reading Comprehension; (6) Writing Processes and Products; (7) Emergent Reading and Writing; (8) Understanding and Challenging Traditional Forms of Evaluation; (9) Literacy Collections; and (10) Fostering Change in Literacy Assessment and Instruction. (RS)

ED 358 429 CS 011 326

Allen, JoBeth; And Others
Engaging Children: Community and Chaos in the Lives of Young Literacy Learners.
PUB DATE- 93
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Black Students; Classroom Environment; *High Risk Students; Longitudinal Studies; Primary Education; Reading Research; *Student Characteristics; Teacher Role; *Teacher Student Relationship; *Whole Language Approach; Young Children
IDENTIFIERS- *African Americans; *Emergent Literacy

This book presents results of a longitudinal study of the effects of whole language instruction on six first- and second-grade African-American students at risk of failure. The book has three levels of meaning: how teachers engage children in genuine literacy, how the process of engaging in a literate community increases learning, and how truly engaging each child was. The first section of the book discusses key elements that were studied and why the longitudinal study was undertaken, as well as descriptions of the classroom contexts, researcher perspectives, and the development of the teachers as whole

Writing; Poststructuralism; Self Recognition

Poststructural theory grapples with the hiddenness and complexity of oppression by questioning Western understandings of the self as a unitary, self-created, autonomous, essentialist entity. Feminist psychologists have shown that autonomy as a measure of maturity implies that women will never "grow up" because women's lives tend to be anchored in webs of relationships. In deconstructing the traditional model of self, poststructuralism suggests that selfhood is defined by social forces expressed in discourse. With the old model of self, expressive writing was about discovering the essential self. According to a poststructuralist model, expressive writing may be seen more as an examination of oneself in relation to social discourses. For students in an open admissions setting, even an elementary sort of academic discourse is a long-range goal rather than a present condition. The narrative of a high school drop-out reveals the process of his developing a new relationship toward a history of academic failure which he had previously internalized. The narrative of a young mother married to a drug addict discloses the process of her realization that the happy-ever-after fairy tales which led her to see her husband as a prince regardless of his behavior are deceptive models of married life. For these students, writing is a way of rehearsing new subject positions. It is the writing instructor's task to help students discover the possibility of challenge and resistance writing can provide. (Portion of student essay attached.) (SAM)

ED 358 448 CS 213 833

Davidson, Phebe
Speculations on the Presence of Ear in Writing.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Analysis; Higher Education; *Oral Language; Rhetorical Theory; Speech Communication; Teacher Role; *Writing Instruction
IDENTIFIERS- *Composition Theory; *Process Approach (Writing); Speech Thinking

Composition teachers today are aware of the practice of differentiating between written and spoken language. The "basic writing" student often views written language as a nearly new language altogether. Therefore, it is increasingly important to recognize and codify not merely the disparity between speech and writing but also the profound connection between the two. Thought is simultaneously formulated and articulated in verbal utterances, and there is no way to know the thought in its full implication until it can be heard by the inner ear. The appropriation of speech and hearing terminology to the discussion of literary texts--or of writing--is supported by psychological research on the relationship of thought to language. When David Olson suggests that formal education is the process that fosters the ability to "speak a written language" he is exceedingly accurate. The problem for the writing teacher is the promulgation of appropriate conventions through the media of speech and hearing--of conversation in its broadest sense--which in turn creates and coexists with writing. (Contains 18 references.) (SAM)

ED 358 449 CS 213 846

minute conference and still expected a "quick fix;" (2) many of these writers, especially English-as-a-Second-Language (ESL) students, wanted the center staff to edit for them; (3) faculty advisors' annotations and revision directions often made little sense; and (4) writing center staff often could not understand students' material or discipline well enough to offer good advice. Over time, center staff came to understand that many of these students, especially the ESL students, did have problems that required assistance, and that offering such assistance was extremely difficult. The center eventually developed a process which involved a triangular collaboration, called "trialogue." By making initial contact with the advisor before beginning to conference with students, center staff were able to bring together all major pieces of the research writing context and thus counsel students how they can effectively produce good writing suited to their fields. The development of the trialogue model led to examination of the occurance of thesis writing problems on a local and national level and to development of a program designed to evaluate the trialogue model. (SAM)

ED 358 467 CS 213 873

Holland, Kathleen E., Ed.; And Others
Journeying: Children Responding to Literature.
PUB DATE- 93
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Childhood Interests; *Childrens Literature; Classroom Research; Elementary Education; Journal Writing; Middle Schools; *Reader Response; Reading Aloud to Others; Reading Research; Teacher Role
IDENTIFIERS- *Response to Literature

Based on Louise Rosenblatt's transactional theory of reader response, the studies collected in this book present findings and recommendations that contribute to the understanding of how children create meaning from stories, how they acquire literacy skills to express that meaning, and what role educators play in these literary processes. The book is divided into four parts dealing with literary responses in early, middle, and late childhood, as well as across childhood. Following an introduction by the editors, chapters in the book are: (1) "The Literary Transaction: Evocation and Response" (Louise M. Rosenblatt); (2) "Star Wars and the World Beyond" (Rachael A. Hungerford); (3) "The Judge Comes to Kindergarten" (Deborah G. Jacque); (4) "Reading Aloud in a Primary Classroom: Reaching and Teaching Young Readers" (Janice V. Kristo); (5) "The Jolly Postman Comes to Call: Primary Writers' Response to Literature" (Jo-Anne Wilson Keenan); (6) "What's a Bustle?" (Judy A. Yocom); (7) "Dances between Stances" (Kathleen E. Holland and Leslie A. Shaw); (8) "The Evolution of Response through Discussion, Drama, Writing, and Art in a Fourth Grade" (Lynda Hobson Weston); (9) "Children's Responses to Poetry in a Supportive Literary Context" (Amy A. McClure); (10) "Responding to Literature through Journal Writing" (Joanne M. Golden and Elaine Handloff); (11) "Exploring Literature with Children within a Transactional Framework" (Margaret Anzul); (12) "Puerto Rican Students Respond to Children's Books with Puerto Rican Themes" (Ann Egan-Robertson); (13) Beyond the Information Given: Response to Nonfiction" (Maryann Downing); (14) "The Princess Learns a Lesson: Three Studies of Theme in Individual and Interactive Contexts" (Susan Lehr); (15) "Going Up the

(2) Hidden Ownership; (3) Disguised Advertisements; (4) Circulation Liars; (5) The Press Examined; (6) Ownership Disclosed; (7) Advertisements Identified; (8) Circulation Revealed; (9) Publicity as an Antidote for Press Abuses. A selected bibliography of books, journal articles, special archival collections, trade journal and newspapers, and government documents is attached. (RS)

ED 358 487 CS 213 982

Estrin, Herman A.
Teaching Minority Students To Write Effectively. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Differences; *Minority Groups; Postsecondary Education; Self Concept; Self Esteem; *Student Needs; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- ERIC Digests; *Writing Development

Noting that many beginning students in urban public colleges and technical schools are members of minority groups, this digest offers a six-step approach to teaching these students how to write effectively. Steps in the approach described in the digest are: (1) instruct students to consider the purpose of writing, write a central idea for the composition, and develop and use an outline; (2) help students select relevant topics using anthologies specific to their culture; (3) encourage students to write with effectiveness and success; (4) use class discussion of papers to improve writing techniques; (5) have students revise their papers; and (6) instill self-confidence and a knowledge of self-identity in students. The digest lists the effects of the approach on students and presents selections written by students. (RS)

ED 358 488 CS 508 185

Aldrich, Alan W.
Models of Communication; The Interdependency of Rules and Inference.
PUB DATE- Feb 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Higher Education; Inferences; *Language Usage; *Models; Research Methodology
IDENTIFIERS- Grice (H P); Meaning Conditions

This paper develops the argument that rule and inferential models of communication are interdependent--that explanations provided by one model must invoke properties of the other model if a more complete explanation of communication is to be arrived at. Rule and inferential models are examined separately in the paper as to their functions in language usage and their shortcomings. Using Grice's conversational maxims and implicatures, the paper makes the argument that neither model can adequately explain the communication process as both models

The demand for reform and improved schools are two constant issues in American education. Despite periodic reform efforts, most schools have resisted systemic reform. The Effective Schools Movement was a reaction to assertions in the 1960s that schools had little influence on a child's education. Effective Schools involve all relevant stakeholders in striving for continuous educational improvement. Systemic reform, organizational theory and development, outcomes-based assessment, and participatory management are all characteristics of Effective Schools. Effective Schools training can also provide teachers and administrators with the skills to create change. The Effective Schools process involves several steps; each of which is described in this paper. They are: explore the research and the process, secure district commitment and resources, form improvement teams and develop team skills, affirm the mission and belief system, gather and analyze data on school characteristics and student outcomes, develop school and student status reports, identify improvement objectives, select strategies and develop a plan, examine curriculum and instruction strategies, implement plan and monitor results, and refine and renew efforts. The Effective Schools process provides a framework for ongoing school change. (Contains 77 references.) (JPT)

ED 358 508   EA 024 848

Bureau, W. Edward
Seeing Supervision Differently: The Processes of Facilitating Change in a Veteran Teacher's Beliefs.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Collegiality; Educational Cooperation; Elementary School Teachers; Elementary Secondary Education; Phenomenology; Professional Development; Secondary School Teachers; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Improvement; *Teacher Supervision

Findings of a study that examined the processes involved in facilitating change in a veteran teacher's beliefs are presented in this paper. Qualitative data were derived from analysis of interaction between a supervisor and a female third-grade teacher, who participated in the Delaware County, Pennsylvania, Teacher Evaluation Plan for 1.5 years. Methodology involved analysis of audiotaped supervisory conferences and two interviews, a teacher-researcher dialogue journal, the researcher's fieldnotes, and supervisory documents. A conclusion is that supportive supervision involves and fosters mutual trust and collegiality, teacher ownership, a safe climate for teacher expression, the engagement of both supervisor and teacher in co-learning and co-reflection, and listening to a teacher's reflective language. The findings illustrate a phenomenological view of supervision, which sees supervision as constructive and teacher-centered. Successful implementation of a supportive teacher-supervision plan must include reflective thinking, adequate provision of supervisors and time, a sustained dialogue to build a trusting school climate, and a constructive social process. (LMI)

ED 358 509   EA 024 882

children living in poverty in single-parent households with parents who did not graduate from high school increases, academic performance decreases. This analysis indicates that all three census variables affect student performance, and if any one were eliminated, performance could be expected to increase. Similarly, National Assessment of Educational Progress data from 42 states, when compared with census data, showed correlations between demographic characteristics and student performance. Changes should be made in how student test scores are compared and interpreted to provide a truer picture of student performance. (JPT)

ED 358 528 EA 024 959

Michel, George J.; And Others
The Assistant Principal's Accountability in School Reform and Restructuring.
PUB DATE- Feb 93
NOTE- 54p.; Papers presented at the South Carolina State University Management Institute on the Assistant Principal (Hilton Head, SC, February 26-March 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Administrator Role; Educational Administration; *Educational Change; Elementary Secondary Education; *Leadership; Management Development; *Principals; *School Organization

Five papers examine issues regarding the role of the assistant principal, with a focus on accountability in school reform and restructuring. The first paper, by George J. Michel, analyzes the leadership areas of the assistant principal and suggests methods to make the assistant principal accountable. The next four papers describe new models of school reform. The papers are: "The Quality School and the Assistant Principal," by W. Frank Cason, "The Carnegie High School and the Assistant Principal," by J. Jonathan Jennings, "The Accelerated School and the Assistant Principal," by Robert L. Palmer, and "The Essential School of Theodore R. Sizer and the Assistant Principal," by Stan Pressley. Each paper identifies the characteristics of the model school, the role of the assistant principal, and the duties and practices of that role. Each school model amounts to an administrative restructuring of those who run schools. Each model also rests on the concept of shared decision-making. (Contains 43 references.) (LMI)

ED 358 529 EA 024 961

The Tacoma Curriculum Initiative: A Six-Year Plan for Comprehensive Curriculum Reform.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Program Evaluation; Standards
IDENTIFIERS- *Tacoma Public School District WA

In July 1989, the Tacoma Board of Directors adopted a 5-year strategic educational plan, which included a curriculum

Bureau of Investigation report indicated that violent crime involving juveniles from 10 to 17 years old had risen rapidly in the 1980s and continued to do so. This book explores a wide range of areas of violence in schools. The major causes of violence in the school community--both in and out of schools--are identified, and suggestions are offered for dealing with it. Common sense actions are presented to deal with several kinds of violence. Chapter topics include: the present state of violence in schools, student-to-student violence, student-to-teacher violence, teacher-to-student violence, strategies for violence prevention, dealing with a crisis, and advice for school administrators. A list of suggested readings and resources is included. (Contains 24 references.) (JPT)

ED 358 549 EA 024 986

Stone, Calvin
School-Community Collaboration: Comparing Three Initiatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Community Involvement; *Community Services; *Cooperative Programs; Elementary Secondary Education; *Family School Relationship; Public Schools; *School Community Relationship; School Restructuring; Social Services
IDENTIFIERS- *San Diego Unified School District CA

For several years, San Diego public schools have been involved in a comprehensive school-community collaboration effort to restructure education. Institutional links were formed between schools, social-service agencies, and other community resources to help reduce dependency on public assistance. Three different levels of community collaboration were used within the school district. Interviews and observation were used to compare the approaches. The first level of collaboration included contacts between heads of organizations such as schools and social-service agencies. The second level was interagency relationships between front-line professionals. The third level involved collaboration between onsite professionals and the clients being served. Collaboration at the first level resulted in the creation of a center at an elementary school to deliver social and health support services. Front-line professionals at 11 schools established a group to meet student and family needs. At the third level of collaboration, parents and teachers at a troubled and racially diverse elementary school worked together to improve education and increase the school's involvement in the community. The study found that school-community collaboration must be customized to local needs and must draw upon local resources. (JPT)

ED 358 550 EA 024 989

Hickrod, George Alan Karnes Wallis; Pruyne, Gwen, Ed.
Invictus: Five Advocacy Presentations on Educational Fiscal Policy in Illinois Including Material Relating to the Attempt To Establish Education as a Fundamental Constitutional Right in 1992.
PUB DATE- Mar 93
NOTE- 38p.

practical approach to the teacher-dismissal process. The procedures are organized in a month-by-month and step-by-step format. The three-part process involves: (1) establishing and implementing a consistent, schoolwide teacher-evaluation process; (2) establishing consistent procedures to identify the marginal teacher and develop a specific assistance plan; and (3) collecting and preparing the documentation necessary for dismissal. Chapters offer suggestions for each of the following processes: defining the marginal and the self-assured teacher; establishing the teacher-evaluation process; beginning the evaluation process; identifying teachers in need of assistance; implementing a plan for intensive assistance; deciding on retention or dismissal; following through with the dismissal process; and preparing for the third-party hearing and bringing closure. Observation forms, checklists, a suggested timeline, and 34 sample documents are included. (LMI)

ED 358 569 EA 025 016

Bogotch, Ira E.; Piggott, Susan
Dispositions of Aspiring Teachers and Administrators: Learning-in-Action.
PUB DATE- Nov 92
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Action Research; *Administrator Education; Administrators; *Adult Learning; Cognitive Psychology; *Educational Improvement; Elementary Secondary Education; Higher Education; *Learning Processes; *Learning Theories; Public Schools; *Teacher Education; Teachers

Open attitudes, dispositions, and values are the primary preconditions for learning for both adults and children. Unfortunately, schools do not provide a suitable environment for adult learning. Organizational roles of educators tend to undermine adult learning, and as teachers and administrators advance, they seem to exhibit even less need to learn. A study of students in two university preservice courses, one for aspiring teachers, the other for aspiring educational administrators, were used to better understand adult initial learning dispositions and to explore strategies for affecting those dispositions. Also, cognitive psychology, adult-learning theories, and action research were used in teaching activities to foster positive attitudes toward lifelong learning. Three categories of data were collected: professional commitment, lifelong learning, and reflection. Both groups were strongly committed to becoming teachers and administrators and were already making sacrifices toward that goal. Students had mixed feelings about the importance of college courses and the value of different teaching methods. Responses concerning learning, reflection, and self-evaluation changed for many of the participants during the course. Student response to the courses confirmed that re-educating aspiring educators in the process of learning is the best way universities can improve public education. (Contains 32 references.) (JPT)

ED 358 570 EA 025 020

Leithwood, Kenneth; And Others

Students had an I.Q. of 130 or above. Early stimulation, being read to at an early age, the influence of mother, nutrition, and reading were seen as important by teachers and parents, but not by the children. Students felt that "God" was the most influential factor, with effort and motivation being a very close second and third. Teachers were seen as more important by children than by parents or teachers. In the second study (a survey of 31 educators of gifted students in Oxford, England), attitudes and behavioral concerns were addressed. British professionals felt that the following five variables were most important: early stimulation, motivation, preschool education, mother, and student's own interests. Interventions such as tutors and mentors were not seen as being highly influential in either of the studies. Implications for assessment, evaluation, and teaching are outlined, and areas of needed research are noted. (Contains 22 references.) (JDD)

ED 358 590　　　　EC 302 133

Osfield, Kenneth
Americans with Disabilities Act (ADA): Self-Evaluation for the University of Florida. Executive Summary.
PUB DATE- Jan 93
NOTE- 1,246p.; Some appended materials photocopied from other sources will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF09/PC50 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Compliance (Legal); *Disabilities; Higher Education; *Institutional Evaluation; Program Evaluation; *Self Evaluation (Groups); Student Personnel Services
IDENTIFIERS- *Americans with Disabilities Act 1990; *University of Florida

This self-evaluation report was written to provide the University of Florida (Gainesville) with a comprehensive document regarding access by students with disabilities to the programs, services, and activities it provides to all students, staff, faculty, and the community at large. The report, which provides a basis for planning and improving services and programs, is designed to bring the University into compliance with the Americans with Disabilities Act, and covers areas not covered by a 1978 self-evaluation, as well as information that has changed since 1978. Specific areas covered include: grievance procedures related to access to the university; inservice training; academic affairs including libraries and the various components of the Office of Instructional Resources; administrative affairs, including facilities planning, transportation, telecommunications, and emergency services; employment; student affairs including admissions, student recruitment, student registration, committee membership, the Career Resource Center, counseling services, dining facilities and services, housing, the Student Union and Student Activities Office, student financial affairs, student health care, day care, orientation, student government, and Greek Affairs. Other areas of interest covered are commencement, cultural programs, electronic technology, publications, and recreation and athletics. Several recommendations are offered for service improvement. By far the greater part of this document consists of 21 appendices containing supplementary materials related to all the topics discussed in the main text, with examples and documentation. (JDD)

ED 358 591　　　　EC 302 145

DESCRIPTORS- Agency Cooperation; Curriculum Development; Delivery Systems; Demonstration Programs; *Disabilities; Educational Change; *Educational Practices; Educational Research; *Education Work Relationship; High Schools; Parent Participation; Regular and Special Education Relationship; Research Needs; Social Integration; *Transitional Programs

The five chapters of this monograph review the literature and propose best practices for the successful transition of youth with disabilities from school to adult life in the community. The opening chapter, "Transition from School to Integrated Communities" (Janis Chadsey-Rusch and others), offers a review of the research on outcomes attained by special education youth, noting that current outcomes are fairly negative and identifying factors associated with positive outcomes. In the second chapter, "Best Practices in Transition: Substantiated or Implied," Paula D. Kohler reviews 49 studies and supports such practices as vocational training, parent involvement, and interagency collaboration. The next chapter, "An Analysis of Exemplary Transition Programs: How and Why Are They Selected?" by Kohler and others, focuses on the methodology used to identify best practices and exemplary programs. Frequently cited variables include supported employment services, community-based instruction, and vocational assessment practices. In "Educational Reform and Special Education: Foundations for a National Research Agenda Focused upon Secondary Education," John R. Johnson and Frank R. Rusch discuss the relationship between the educational reform movement and special education and encourage a cooperatively focused research agenda. Finally, in "Secondary Special Education and Transition Services: Identification of Issues and Recommendations for Future Research and Demonstration," Johnson and Rusch emphasize the following areas: dropout prevention, parent involvement, transition planning, curriculum and instruction, best practices, transition policy, and future research and demonstration activities. Abstracts and references are provided for each chapter. (DB)

ED 358 608 EC 302 170

Johnson, John R.; Rusch, Frank R.
Educational Reform and Special Education: Foundations for a National Research Agenda Focused upon Secondary Education.
PUB DATE- 93
NOTE- 29p.; In: Kohler, Paula A., and others. Transition from School to Adult Life: Foundations, Best Practices, and Research Directions; see EC 302 169.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Change; Educational Needs; Educational Objectives; Elementary School Students; Elementary Secondary Education; Futures (of Society); Graduation Requirements; *Mainstreaming; Program Effectiveness; *Regular and Special Education Relationship; *Research Needs; School Effectiveness; Secondary School Students; *Special Education

This paper reviews the literature on educational reform, especially in relation to special education and students with disabilities. It reviews 10 reports published since 1983 that identified issues in educational reform. Observations include: regular education reformers have not adequately addressed the issues of students with disabilities; special educators have not addressed the failure of public schools to meet the needs programs for families with special needs. Principles of family support programs are listed, stressing the common goal of increasing the ability of families to successfully nurture children. Typical components of such programs are also listed, including life skills training, parent information classes and support groups, information and referral services, auxiliary support services, and advocacy. Principles of crisis nursery and respite care programs are identified, such as provision of services to families rather than to individuals, provision of an array of services, emphasis on family strengths rather than weaknesses, governance that includes parents, and cultural awareness. (DB)

ED 358 629 EC 302 192

Meyer, Donald
Siblings of Children with Special Health and Developmental Needs: Programs, Services and Considerations. ARCH Factsheet Number 23.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- May 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agencies; Delivery Systems; *Developmental Disabilities; *Disabilities; Emotional Adjustment; Family Programs; Group Discussion; Information Needs; Models; Program Development; Psychological Characteristics; Psychological Needs; *Siblings; *Social Support Groups; *Special Health Problems

This fact sheet provides an overview of the special concerns of siblings of children with special health and developmental needs, describes one model approach addressing these concerns, and outlines considerations for respite care agencies. Special concerns of siblings include feelings of loss and isolation, an unmet need for information about the disability or illness, increased caregiving demands on older sisters, overidentification, pressure to achieve, guilt, resentment, and concerns about their and the sibling's future. Positive aspects experienced by such siblings are also noted. Characteristics of appropriate programs are suggested, including an opportunity to meet other such siblings and to discuss joys and concerns they have in common, a chance to learn more about the implications of the special needs individual, and an opportunity for parents and service providers to learn more about siblings' common concerns. A model format for 4-hour meetings held monthly or bimonthly is briefly described. Agencies are offered a checklist to facilitate the inclusion of siblings in planning and implementing family support services. Several print and organizational resources are suggested. (DB)

ED 358 630 EC 302 193

McKinney, Sue; Smith, Nancy
Advisory Boards and Boards of Directors. ARCH Factsheet Number 24.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- May 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Classroom Observation Techniques; *Disabilities; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Measurement Techniques; Models; Principals; Special Education; *Supervisory Methods; Teacher Effectiveness; *Teacher Evaluation; *Teacher Supervision

This document reviews the attributes of instructional effectiveness and supervisory practices in special education and examines the extent to which these attributes and practices are used as criterion measures for supervising instruction. The document prescribes and recommends exemplary practices that supervisors in special education ought to engage in to effectively supervise special education instruction. The first section reviews research on teacher effectiveness, identifying teacher competencies that can be used to assist in designing criteria and standards for supervising special education instructional personnel. The first section also reviews research on effective supervisory processes. The second section describes the current status of supervision of instruction in special education programs. An analysis is conducted on a sample of special education supervisory and evaluative instruments and processes to determine whether these instruments and processes contain effective components. The third section identifies and describes selected exemplary models and practices currently in use in local special education programs. Lastly, the document presents implications for supervisory personnel on the effective supervision of instruction. An appendix provides copies of five exemplary supervision models and observation instruments. (Contains 25 references.) (JDD)

ED 358 647 EC 302 211

Lewis, Margaret; And Others
Parent Involvement in the Special Education Process: A Synopsis of Exemplary Models. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Education Work Relationship; Elementary Secondary Education; Interpersonal Communication; *Models; Parent Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Program Development; Program Implementation; Self Help Programs; *Special Education; Transitional Programs

This document describes eight models of local and state special education efforts that are providing viable ways for parents to become more involved in their children's education. The models are designed to develop effective two-way communication and collaboration between parents and teachers, develop methods for parents to actively support their children's learning in partnership with the school staff, develop methods by which the educational staff may provide ongoing support for parents, develop methods for staff to involve parents in program improvement efforts, and develop an ongoing parent training program. The models include two preschool programs, one a district-wide program in Seattle, Washington, and the second a building-level attempt in Southwick, Massachusetts. The next

*Developmental Disabilities; Early Intervention; *Human Posture; Infants; Interdisciplinary Approach; Outreach Programs; Parent Education; *Physical Mobility; Preschool Education; Professional Education; Research and Development Centers; Rural Areas; *Staff Development; Technology; Toddlers; *Training; Young Children

IDENTIFIERS- *Oklahoma Assistive Technology Center; Splints

The Oklahoma Assistive Technology Center was developed as an interagency collaborative effort, with one of its services being the delivery of positioning and mobility services to young children with developmental disabilities. The Center operates as an outpatient clinic and coordinates outreach services through two satellite centers in rural regions of Oklahoma. A component of the Center's early intervention program is the SoonerStart Statewide Training and Regional Support Program, which provides transdisciplinary training for team members including parents, nurses, child development specialists, psychologists, speech/language pathologists, occupational therapists, and physical therapists. The training program allows both individuals and teams to establish goals and priorities for training and then to obtain the level of expertise desired through course offerings. The 2-day Seating and Positioning course covers basic principles, anatomy, biomechanics, kinesiology, identification of types of equipment, and fabrication of adaptive equipment. The 2-day Upper and Lower Extremity Splinting course teaches basic principles, anatomy, biomechanics, kinesiology, characteristics of thermoplastic materials, types of splints for selected individuals, and fabrication of upper and lower extremity splints. Both courses consist of didactic information as well as laboratory experiences, and both have as a prerequisite the completion of a Basic Handling and Body Mechanics course. (JDD)

ED 358 665 EC 302 229

Silver, Bernard; And Others

Improving Functional Skills Using Behavioral Procedures in a Child with Anoxia.

PUB DATE- Feb 93

NOTE- 7p.; Poster presented at the Meeting of the International Neuropsychological Society (Galveston, TX, February 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Modification; Cues; Elementary School Students; *Head Injuries; Intermediate Grades; Intervention; Mental Retardation; *Neurological Impairments; Neuropsychology; *Outcomes of Treatment; Positive Reinforcement; Prompting; Rewards; *Self Care Skills; *Skill Development

IDENTIFIERS- Anoxia; Single Subject Research Design

A behavioral treatment program was used to improve the functional skills of a 12-year-old anoxic child. Neuropsychological test results indicated marked amnesia and global cognitive deficits. Functionally, self-care tasks could be performed, but only with verbal and physical prompting. Introduction of a monetary reward system significantly reduced the number of verbal cues and physical prompts necessary to produce the targeted behaviors of toileting and dressing. Results indicated decreases of 80 percent in the number of verbal prompts and 70 percent in the number of physical prompts required to complete dressing, and reductions of 92 percent and 75 percent in the verbal and physical cues necessary to complete toileting. Decreases were also obtained in the time taken to complete examined in detail, especially restrictive relative clause structures. That none of the idiosyncrasies greatly affect the perceived interpretability of the IL by native speakers would inhibit their identification as errors by the subject, thereby encouraging stabilization. These findings imply that IL development involves some degree of internal analysis independent of external linguistic stimuli, lending credence to the treatment of interlanguages as independent of both the native and the TL. There also seems to be a threshold that must be reached before idiosyncrasies are perceived as errors to be reanalyzed and corrected. (Author/JP)

ED 358 686 FL 020 805

Winer, Lise; Boos, Hans E. A.
"Right-Throughs, Rings, and Taws": Marbles Pitching Terminology in Trinidad and Tobago.
PUB DATE- 92
NOTE- 25p.; In: Young, Richard, Ed. Southern Illinois Working Papers in Linguistics and Language Teaching, Volume 1; see FL 020 801.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creoles; *Discourse Analysis; Foreign Countries; *Games; *Jargon; *Language Usage; Socialization
IDENTIFIERS- Gender (Language); *Marbles (Game); *Trinidad and Tobago

Marble games, or pitch, are among the most widely played of traditional boys' games in Trinidad and Tobago and have declined in the last two decades. Nearly 200 marbles terms found in Trinidad and Tobago English Creole are documented. Although most are British in origin, there are East Indian, French Creole, and possible African influences on this lexicon. An analysis of the discourse of marbles talk in its sociocultural context was prompted by its strong positive affect for men who played pitch as boys. Using frameworks from the sociology of games and from studies in language and gender, marbles talk is shown to demonstrate features of masculine gender-linked use of language and games, including highly elaborated rules and strategies, and competitive and confrontational use of language. (Contains 27 references.) (Author/JP)

ED 358 687 FL 020 834

Ventola, Eija, Ed.
Approaches to the Analysis of Literary Discourse.
PUB DATE- 91
NOTE- 156p.; For individual articles, see FL 020 835-840. Published by Abo Academy Press.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; Language Patterns; *Literary Genres; Literary History; *Literature; Phonology; Prose; Semantics; Semiotics; Translation; *Written Language
IDENTIFIERS- English (Nigerian)

Articles included in this compilation represent functional approaches to literary analysis. Most of these papers were presented at the Sixteenth International Systemics Congress held in Helsinki, Finland, in 1989. The aim of the congress was to establish dialogue between various functional approaches to

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Commercial Art; Curriculum Design; Design; Employment Potential; Entrepreneurship; Equipment Maintenance; Graphic Arts; Job Skills; Layout (Publications); Letters (Alphabet); Occupational Information; Outcomes of Education; Photographic Equipment; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Secondary Education; Technical Illustration; *Vocational Education
IDENTIFIERS- *Florida

This document contains a vocational program guide and Career Merit Achievement Plan (Career MAP) for secondary and postsecondary commercial art. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability considerations; suggested equipment list; and professional development (technical updating and teacher standards with related professional organizations and support services lists). The 13 intended outcomes establish students' proficiency in the following: communication skills; graphic production; technical art skills; design skills; lettering skills; typography; layout and paste-up; illustration skills; applied design; photostat camera skills; airbrush skills; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 13 student outcomes. (NLA)

ED 358 238 CE 061 907

Printing. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Employment Potential; Entrepreneurship; Equipment Maintenance; Job Skills; Occupational Information; Outcomes of Education; Postsecondary Education; *Printing; Professional Development; Program Guides; Reference Materials; Secondary Education; *Vocational Education
IDENTIFIERS- Book Binding; *Florida

This document contains a vocational program guide and Career Merit Achievement Plan (Career MAP) for secondary and postsecondary printing programs. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability considerations; suggested equipment list; and professional development (technical updating and teacher standards with related professional organizations and support services lists). The seven intended

ED 358 255   CE 063 159

Philippi, Jorie W.
Legal Considerations Concerning Literacy Testing in the Workplace.
PUB DATE- 93
NOTE- 4p.; Adapted from Douglas, B. & Williams, C. "Selected Legal Considerations Regarding Employee Literacy and Aptitude Testing." Dallas, TX: Jackson Walker, 1992, p3-17.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Compliance (Legal); *Disabilities; *Equal Opportunities (Jobs); Evaluation Criteria; *Federal Legislation; Testing; *Test Validity
IDENTIFIERS- Americans with Disabilities Act 1990; *Civil Rights Act 1991; Workplace Literacy

This brief report summarizes the legal requirements of nondiscrimination imposed by the Civil Rights Act of 1991 and the Americans with Disabilities Act as of July 26, 1992, especially in the area of testing. The report emphasizes that literacy tests must be nondiscriminatory and related to the job for which they are given. The following requirements for professionally developed tests are given: they must not discriminate; they must be job related and not have the "effect" of discriminating; they must be validated (validation criteria are spelled out); and confidentiality and privacy of test results must be maintained (eight criteria to meet this requirement are listed). (KC)

ED 358 256   CE 063 767

Casale, Ellen
Linking Development Benefits to Neighborhoods: A Manual of Community-Based Strategies. Technical Bulletin.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Responsibility; City Government; Community Change; *Community Cooperation; *Community Coordination; *Community Development; Community Organizations; Community Services; Corporate Support; *Economic Development; *Employment Opportunities; Females; Human Services; Job Development; Low Income; Low Rent Housing; Minority Groups; Private Sector; *Program Development; Program Implementation; Small Businesses; Social Services
IDENTIFIERS- *Linkage Programs

This manual collects experiences of successful linkage programs to demonstrate the promise of linkage and to show its limits and risks. It is intended to help communities assess the capacity of linkage to meet their needs and evaluate the considerable commitment this strategy requires. (In linkage programs, developers who receive community approval and public aid for a development project are required to provide some form of benefit to the community.) Chapter I is an introduction that considers the political and legal implications of linkage, demystifying evaluation, and making a personal investment. (YLB)

ED 358 274 CE 063 798

Drier, Harry; Chambers, Steve
Foundations, Corporations, and Organizations. A Resource Directory. Equity Report 100.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- Jan 93
NOTE- 119p.; For related documents, see CE 063 799-807. Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Awards; Career Education; *Career Guidance; *Corporate Support; Donors; Educational Finance; *Equal Education; Financial Support; Grants; Higher Education; *Instructional Improvement; Mentors; Minority Groups; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; Profiles; Scholarships; Secondary Education; Vocational Education; Volunteers; Womens Education; Youth Programs
IDENTIFIERS- *Texas

This resource directory lists a total of 255 foundations, corporations, and associations that are actively committed to assisting not-for-profit groups and that appear to target their financial support toward youth, education, guidance, vocational and career education, volunteerism, and mentoring. Twenty-six of the 255 possible sources of financial support are grouped into a special chapter of Texas-based foundations that donate primarily to groups located in the state of Texas. Each entry includes some or all of the following: the organization's name and address, a contact person, a brief abstract detailing the date it was established/incorporated, its apparent major fields of interest, the types of support it provides, the number of grants it awards, the average grant size, the amount of money it donated in 1989 or 1990, and the number of persons it employs. Also provided is a subject index listing those organizations that manifest a specific interest in these areas: child development, child welfare, education, elementary education, employment, higher education, minority education, secondary education, vocational education, volunteerism, women, and youth. (MN)

ED 358 275 CE 063 799

Chambers, Steven D.; Drier, Harry N.
Sex Equity Resource Material Guide for Use in the Elimination of Sex Bias and Stereotyping in Vocational and Applied Technology Education. Equity Report 101.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 108p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Career Education; Computer Science Education; Cultural Differences; Disabilities; Displaced Homemakers; Early Parenthood; *Educational Resources; Employed Women; *Equal Education; Females; Males; Mathematics Education; Nontraditional Occupations; One Parent Family; Postsecondary Education; Rape; *Resource Materials; Science

employees cope with the new skills demanded by technological and/or organizational change. The concepts and practices involved are illustrated with examples drawn from job-linked literacy programs at six companies. The six critical ingredients of an effective job-linked literacy program are defined and documented with case-by-case authentication. Finally, a set of guidelines for employee participation in basic skills learning establishes the groundwork for action. The second part of the volume contains detailed case studies of the job-linked literacy programs at the six companies: Onan Corporation, AC Rochester, Remmele Engineering, Baldor Electric, United Auto Workers/Ford Skills Enhancement centers, and National Semiconductor Salt Lake. Information about Work in America Institute, Inc. is appended. (YLB)

ED 358 293 CE 063 819

Rosow, Jerome M.; Zager, Robert
Job-Linked Literacy: Innovative Strategies at Work. Part III. Moving Ahead: Basic Skills for Career Advancement. A Work in America Policy Study.
PUB DATE- 93
NOTE- 97p.; For parts I-II, see CE 063 817-818.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Career Change; Career Ladders; Case Studies; Demonstration Programs; Employer Employee Relationship; Functional Literacy; Human Resources; Incentives; Job Development; *Job Training; Labor Education; Labor Force Development; *Literacy Education; *Motivation; Needs Assessment; Occupational Mobility; Program Effectiveness; *Promotion (Occupational); Salaries; Staff Development; Success; Unions
IDENTIFIERS- *Workplace Literacy

This volume, Interim Report No. 3 in a 3-year study, considers literacy programs designed to qualify employees for promotions or professional advancement. It adopts a multidimensional definition of moving ahead, one that extends to monetary rewards, career development, and employment security. The volume is divided into two parts: report and case studies. The introduction to the report stresses the centrality of motivation for basic skills training and discusses advantages of a job-linked literacy program (JLLP). Subsequent sections of the report concentrate on motivation for basic skills training, including economic motivations and a multidimensional approach to career advancement that includes these objectives: promotion, monetary rewards, career options, employment security, mobility, and redesigned jobs. The concepts and practices involved are illustrated with examples drawn from JLLPs at five locations. The advantages of a career advancement policy for employers are discussed. Finally, a set of guidelines for the fulfillment of a career advancement program with a definitive basic skills component establishes the groundwork for action. The second part of the volume contains detailed case studies of JLLPs at the five companies and unions: Associated Builders and Contractors, Alcoa/United Auto Workers Skill Enhancement Centers, Briggs & Stratton Corporation, Cape Cod Hospital, and Consortium for Worker Education/Center for Advanced Study in Education. Information about Work in America Institute, Inc. is appended. (YLB)

ED 358 294 CE 063 820

black women who worked 50 weeks or more in 1989 averaged $17,389 (up 63% from 1980). Between 1980 and 1990, the number of black families maintained by women rose 34.3%. Since 1980, families headed by black females have experienced a 54.9% increase in income. By 1987, there were 21,000 more black women in the work force than black men. This trend should continue through the end of this century. (MN)

ED 358 313 CE 063 858

Women with Work Disabilities. Facts on Working Women No. 92.2.
PUB DATE- Mar 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Civil Rights Legislation; *Disabilities; *Employment Opportunities; *Employment Patterns; *Employment Services; *Federal Legislation; Federal Programs; *Females; Information Sources
IDENTIFIERS- *Americans with Disabilities Act 1990

The Americans with Disabilities Act of 1990 (ADA) should provide disabled working women with better employment prospects and greater earning capacities. The ADA prohibits discrimination in all terms and conditions of employment against qualified disabled persons who can perform the essential functions of a given job with or without reasonable accommodation. More disabled working women are employed today than 10 years ago, and they are more likely to be employed full time; however, women with work disabilities are still three times as likely as nondisabled women to be unemployed. Black women workers are much more likely to be disabled than white women workers (13.8% versus 7.7%). The incidence of work disability increases with age. The percentage of disabled women working in service occupations is higher than the percentage of nondisabled women, and the disparity in the earnings of disabled and nondisabled working women widened significantly during the 1980s. A number of government organizations will assist disabled persons seeking employment, and the General Services Administration provides special electronic equipment to disabled employees of the federal government. (Seven government information sources are listed.) (MN)

ED 358 314 CE 063 859

Benefits to Employers Who Hire Women Veterans. Facts on Working Women No. 92-3.
PUB DATE- Sep 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Disabilities; *Employment Qualifications; *Employment Services; *Federal Legislation; Federal Programs; *Females; *Incentives; Labor Legislation; Outplacement Services (Employment); Public Agencies; *Veterans

Women veterans provide employers with a new and added source of well-educated, highly trained, and highly motivated employees. Women veterans possess an impressive range of skills in many diverse areas, including functional and administrative support, medical and dental specialties, communications and intelligence gathering, service and supply, and electrical/mechanical equipment repair. The following are among the various agencies

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 30 Jun 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demonstration Programs; Displaced Homemakers; Experiential Learning; Females; Goal Orientation; Models; Nondiscriminatory Education; *Nontraditional Occupations; One Parent Family; Postsecondary Education; *Recruitment; Sex Bias; *Sex Fairness; Sex Role; Sex Stereotypes; *Staff Development; State Programs; Statewide Planning; *Strategic Planning; Technical Institutes; Trainers; Two Year Colleges; Vocational Education; Welfare Recipients; Workshops
IDENTIFIERS- Wisconsin

The Phase II Equity Staff Development project was revised in response to a need to develop an equity strategic planning model with a vision statement, goals, and objectives. The Equity Strategic Planning Model was presented to administrators of Wisconsin Vocational, Technical, and Adult Education (VTAE) colleges for their use in district strategic planning. One staff development workshop, featuring the best sex equity practices in the VTAE colleges, was conducted for 27 participants. This working conference was intended to assist colleges in identifying successful programs that promote gender equity issues within colleges and curriculum. Another revision consisted of two Career Challenge train-the-trainer workshops. This experiential training was conducted for 29 persons who directed programs that focused on recruiting women into nontraditional, technical and trade occupations. The course included the following: trust building activities, goal setting, problem solving, peak experiences, and environmental and ropes course challenge activities. Participants incorporated activities into existing programs for single parents, welfare recipients, displaced homemakers, and reentry programs. (The seven-page report is followed by these appendixes: materials from the best practices showcase, Equity Strategic Planning Model, Sex Equity Advisory Committee meetings agendas and minutes, information on the Gender/Ethnic Expectations and Student Achievement program, and workshop materials.) (YLB)

ED 358 331 CE 063 891

Anderson, Alice G.; Asselin, Susan B.
The Status of Transition Services for Secondary Students with Disabilities in Virginia and Factors Affecting Service Delivery.
PUB DATE- 5 Dec 92
NOTE- 20p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Principles; Agency Cooperation; Cooperative Learning; *Coordination; Disabilities; *Educational Cooperation; *Education Work Relationship; Mainstreaming; Normalization (Handicapped); Public Schools; *Pupil Personnel Services; Regular and Special Education Relationship; Secondary Education; Secondary School Students; *Special Education; Special Needs Students; State Surveys; *Vocational Education
IDENTIFIERS- *Virginia

learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a data entry operations program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the data entry operations skills and work environment readiness skills covered in the data entry operations program. (MN)

ED 358 348 CE 063 928

Diversified Cooperative Training. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 90
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Career Education; Competence; *Cooperative Education; Educational Resources; *Employment Potential; Information Sources; *Job Skills; Job Training; Leadership Training; Learning Activities; On the Job Training; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; Statewide Planning; *Student Evaluation
IDENTIFIERS- Florida

This program guide identifies particular considerations in the organization, operation, and evaluation of diversified cooperative training programs. Contents include information on the following: program content and structure, including program philosophy, program goals, and coordinator's responsibility; a curriculum framework that details major concepts, content, laboratory activities, and intended outcomes; list of student performance standards in 11 areas; and facilities design criteria, suggested equipment and supplies, and safety. A student learning guide and student organization participation are suggested to aid in program implementation. Information on teacher certification and addresses of professional organizations and support services are provided. An instructional resources section lists sources of print and audiovisual materials and software, teacher-recommended materials, teacher-recommended resources by subject, and Florida Educational Information Service services. Appendixes include a sample student learning guide with learning activities and resources, instruction sheets, and self-check with answer key and sample forms such as student applications, training agreements, and evaluation forms. A Career Merit Achievement Plan is attached. It displays the student performance standards required for entry into the work force as a diversified cooperative trainer and provides for documentation of students' level of achievement. (YLB)

ED 358 349 CE 063 929

Electromechanical Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 74p.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Adult Education; Blacks; Educational Background; Educational Research; Ethnic Groups; Females; Hispanic Americans; Individual Characteristics; *Learning Motivation; Lifelong Learning; Males; National Surveys; Older Adults; Parents; *Participant Characteristics; *Participation; Race; Sex; Student Motivation; Whites

A survey of educational activities of adults in the United States was a component of the 1991 National Household Education Survey, a telephone survey of 12,568 adults. This survey found that 32 percent of adults, defined as persons aged 17 and over, were enrolled in a part-time educational activity over a 12-month period in 1990-91. Eleven percent of senior citizens participated in such educational activities. Most frequently, participants wanted to improve, advance, or keep up to date in their current jobs. Other reasons included personal enrichment, training for a new job, and obtaining a diploma or degree. The reasons cited depended on the participants' age, sex, race/ethnicity, and educational attainment. Young adults were more likely to participate to obtain a diploma or train for a new job. Men were more likely to enroll in courses to improve or update their work skills in their current jobs; women were likely to enroll in courses for personal, family, or social reasons. More Whites than Blacks or Hispanics took courses to improve skills in the workplace. Whites were more likely to enroll for a diploma or degree than Blacks and less likely to train for a new job or to enroll in basic skills than Hispanics. Adults with some postsecondary education were more likely to participate in adult education. (Three data tables and one figure illustrate participation rates and main reason for participating by age, sex, parental status, race/ethnicity, and educational attainment and standard errors for those participation rates.) (YLB)

ED 358 366 CE 063 971

Home Economics Senior I Curriculum Guide.
PUB DATE- 93
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clothing Instruction; Course Content; *Family Life Education; *Foods Instruction; Foreign Countries; Grade 9; High Schools; *Home Economics; Home Economics Skills; Learning Activities; State Curriculum Guides
IDENTIFIERS- Manitoba

This curriculum guide describes the content of the curriculum of the senior home economics program for high schools in Manitoba. The curriculum, revised to foster both intellectual and personal growth and enhance a positive life-style, encompasses primary skills of inferring, synthesizing, analyzing, and evaluating, as well as a complete range of communication skills. Teaching methods emphasize discovery, inquiry, and experiential approaches. The curriculum incorporates a variety of student activities: brainstorming, case studies, demonstrations, discussions, interviews, presentations, tutoring, role playing, and simulation. Included in the curriculum are scope and sequence for the following courses: food and nutrition (the individual and food needs, the consumer and food, and the preparation and service of food); clothing, housing, and design (the individual and clothing, the consumer and textiles, and construction of textile projects); and family implications for research, program, and national policy. Contains approximately 125 references and 7 tables. (NB)

ED 358 385 CG 024 875

Chelimsky, Eleanor
Drug Education: Limited Progress in Program Evaluation. Testimony before the Subcommittee on Select Education and Civil Rights, Committee on Education and Labor, House of Representatives.
PUB DATE- 31 Mar 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Children; *Drug Abuse; *Drug Education; Drug Use; Elementary Secondary Education; Prevention; *Program Evaluation; *Youth Programs

This testimony reports on the state of program evaluation in the field of drug education for youth. The report focuses on the role of evaluation in: (1) the Department of Education's program of grants to states and local school districts under the Drug-Free Schools and Communities Act (DFSCA) of 1986, as amended; (2) the department's Drug-Free School Recognition Program; and (3) in other, promising, comprehensive community-based programs. Information in the report came from the Department of Education, interviews with officials and the examination of documents such as states' biennial DFSCA progress reports, application forms and reviewer resumes in the Recognition Program, and contractor evaluation reports. The report looks separately at the role of evaluation in each of the three areas listed above and notes that there is slow progress in establishing the results of sizable federal funding, or in learning what works in the field of drug abuse prevention for youth. It is concluded that the field of drug abuse prevention for youth faces two major challenges of evaluation method and capacity: determining the results of prevention programs and stimulating evaluation by state and local agencies. (NB)

ED 358 386 CG 024 876

Thomas, Sandra P.
Psychosocial Predictors of Women's Physical Health in Middle Adulthood.
PUB DATE- Mar 92
NOTE- 63p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine Scientific Sessions (13th, New York, NY, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Aging (Individuals); *Females; Locus of Control; *Middle Aged Adults; *Physical Health; *Predictor Variables; *Psychological Characteristics; Role Perception; Social Networks; Stress Variables; Well Being

Although health is a key element in one's experience of middle adulthood as a time of productivity and personal fulfillment, research on psychosocial factors predictive of mid-life health is sparse, especially for women. Psychosocial variables are not only highly salient to health, but also are potentially modifiable by women themselves. This study employed a multivariate, multitheoretical approach to the study of health, examining a variety of psychosocial predictors (locus of

*Social Responsibility; *Young Children

This book is one in the Children's Activity Series of books to promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum itself. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Each activity begins with a statement of the purpose of the activity and a brief description of the activity "in a nutshell." Other activity sections outline any advance preparation needed to conduct the activity, identify items for student use, detail the steps for the process of the activity, list new words used in the activity, and explain how to integrate lessons into language arts, social studies, and other areas of the primary curriculum. Reproducible masters for student activity sheets and teacher patterns are included for each activity. This book in the series uses the activity format to provide a framework for teaching important social skills to young children. It focuses on seven important social skills: the need for rules, authority, individual rights and respect for others' personal space, cooperation, property, following directions, and responsibility. (NB)

ED 358 407 CG 024 900

Kane, William M.; Herrera, Kathleen E.
Safety Is No Accident: Children's Activities in Injury Prevention.
PUB DATE- 93
NOTE- 71p.; Illustrated by Eric Berg.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Accidents; Curriculum Enrichment; Elementary School Students; *Injuries; *Prevention; Primary Education; *Safety; *Safety Education; *Young Children

This book is one in the Children's Activity Series of books to promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum itself. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Each activity begins with a statement of the purpose of the activity and a brief description of the activity "in a nutshell." Other activity sections outline any advance preparation needed to conduct the activity, identify items for student use, detail the steps for the process of the activity, list new words used in the activity, and explain how to integrate lessons into language arts, social studies, and other areas of the primary curriculum. Reproducible masters for student activity sheets and teacher patterns are included for each activity. This book in the series uses the activity format to help young children learn and practice safe behaviors and to avoid dangerous situations. It introduces seven safety concepts that use child-centered activities to prevent leading causes of mortality and morbidity among school-aged children. Topics include motor vehicle, bicycle, pedestrian, water, sports, and fire safety. (NB)

ED 358 408 CS 011 205

Whitney, Patricia

language teachers. The next six sections include a thick description of the transactions observed in the classroom. Each of these six sections has a similar format--the child is profiled from the child's own perspective and from the perspectives of the classroom teacher and data sources for each of the next 3 years. The final section develops themes and recommendations. A description of data collection and analysis procedures, and a teacher and writer flowchart are attached. (RS)

ED 358 430 CS 011 328

Narvaez, Darcia
Moral Judgment and Text Processing.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 8; Higher Education; Junior High Schools; Junior High School Students; Moral Issues; *Moral Values; Reading Research; *Recall (Psychology); Schemata (Cognition); Undergraduate Students; *Value Judgment
IDENTIFIERS- Expectancy Theory; Moral Reasoning; University of Minnesota

A study examined how people's level of moral judgment affects their memory for narratives containing moral information. Subjects, 69 eighth-grade students from a private school, 53 eighth-grade students from a public school, and 49 undergraduates enrolled in introductory psychology courses at the University of Minnesota, read four narratives containing embedded moral arguments. The Defining Issues Test (DIT) scores were used as an indicator of moral judgment development and were correlated with moral judgment recall. Results indicated that: (1) higher DIT scores (indicative of structures of moral reasoning) were significantly related to higher principled argument recall (indicative of moral comprehension); and (2) higher DIT scores were significantly related to better overall memory (general reading comprehension). Findings suggest that there is an influence of structures on recall. (Four graphs of data are included.) Contains 30 references. (RS)

ED 358 431 CS 011 329

Siskind, Theresa G.; And Others
The Relationship between the Amount Read and Reading Achievement.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students; *Reading Achievement; *Reading Habits; Reading Research; *Reading Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Reading Behavior; Reading Logs

A study investigated the relationship between the amount students read and reading achievement. Subjects, 2,185 first- through

Walsh, S. M.
How To Develop a Program for Writing across the Curriculum with an Established Faculty in a Period of Retrenchment.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Higher Education; High Schools; Literature Reviews; *Program Development; *Program Implementation; Staff Development; *Teacher Attitudes; *Writing Across the Curriculum
IDENTIFIERS- Supportive Supervision

Educational consultants charged by a school district with instituting and overseeing an ongoing experimental program in writing across the curriculum can expect that veteran faculty members will be unwilling to change their teaching styles. A "soft sell" is necessary with reluctant faculty. Senior faculty members who are properly motivated are able to articulate more complex problems and assignments, employing more interactive and postactive teaching methods. With the site principal's support, consultants should familiarize themselves with the faculty members and determine the informal leaders, as their support is critically important. Consultants should give the greatest possible consideration to faculty insights, ideas, and opinions but should try to maintain the focus of the program. Throughout the process the consultant should seek out interested parties and endeavor to form an interested nucleus of supportive individuals. Consultants should use one of several models to assess at any point the extent to which the faculty has internalized the content of the program. Consultants could also develop a content specific evaluation process. While it is desirable that related programs be implemented correctly from the standpoint of content, it is also necessary for this to be done with as much sensitivity as possible for the needs of all parties concerned. (Contains 53 references.) (RS)

ED 358 450 CS 213 849

Kasik, Dot Radius
Authority as a Process: Issues of Gender in the Classroom.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Freshmen; Freshman Composition; Higher Education; *Sex Differences; *Student Attitudes; Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Writing (Composition); Writing Instruction
IDENTIFIERS- Educational Issues; Male Female Relationship

Traditionally, it has been off-limits to talk about failures

Beanstalk: Discovering Giant Possibilities for Responding to Literature through Drama" (Brian Edmiston); (16) "Children's Responses to Picture Books: A Developmental Perspective" (Barbara Kiefer); (17) "Making Connections across Literature and Life" (Kathy G. Short); and (18) "How Preferences and Expectations Influence Evaluative Responses to Literature" (Lee Galda). A commentary by Bernice E. Cullinan on the response to literature research studies concludes the book. (RS)

ED 358 468 CS 213 874

Farris, Christine
Disciplining the Disciplines: The Paradox of Writing across the Curriculum Claims.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Higher Education; Intellectual Disciplines; Interdisciplinary Approach; Program Development; *Universities; *Writing Across the Curriculum
IDENTIFIERS- Academic Discourse Communities; Educational Issues; Writing Contexts

Writing across the curriculum (WAC) will forever be caught in the following paradox: the rise of the research university has allowed for specialization that generates writing embedded in differentiated knowledge communities. However a WAC program may characterize the overarching importance of writing, its conception can never be the same as that of a disciplinary insider's. Dialogue among faculty can help set up a WAC program, but dialogue does not always result in critical transformation of pedagogy and curriculum. At universities that have WAC programs, there are usually some faculty who are already doing a good job of initiating students into their disciplines while at the same time inviting critique and revision of the very terms of analysis at that discipline's core. However, institutional constraints do play a part in what WAC can and cannot do: to incorporate writing could mean retooling not just the courses but the entire power structure and value system of the university. The accumulation of local knowledge from disciplines and a willingness to be changed by it as much as educators attempt to change it is WAC's greatest strength and WAC's future. Now that WAC programs are building up an accumulation of knowledge of their own, what they know is something to be reckoned with--an intersection of rhetoric, pedagogy, and a growing awareness of how disciplines communicate what they know. (RS)

ED 358 469 CS 213 875

Lauritzen, Carol; Jaeger, Michael
The Power of Story in Science Learning.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

are interdependent of each other. The paper suggests that communication is a probabilistic process and such a conception of communication should guide future research into communication models. (Contains 45 references.) (RS)

ED 358 489   CS 508 188

Kappler, Barbara
Our Ethical Responsibility: Utilizing Communication Courses To Recognize and Respond to Diversity.
PUB DATE- 1 Nov 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Departments; *Ethical Instruction; Ethnicity; Futures (of Society); Higher Education; *Individual Differences; Models; *Speech Communication
IDENTIFIERS- Curriculum Matrix; Educational Issues

Noting that humans do not deal very well with differences despite thousands of years of practice, this paper argues that dealing with differences is an ethical issue for the 21st century to which speech communication departments must respond. The first part of the paper follows R. Johannesen's recommendation that ethical issues, particularly communication ethical issues, should be examined in a three step process: (1) specifying exactly what ethical criteria, standards, or perspectives are applied; (2) justifying the reasonableness and relevancy of these standards; and (3) indicating in what respects the communication evaluated succeeds or fails in measuring up to the standards. The second part of the paper is an evaluation of communication departments' role in this issue. The third part of the paper takes Johannesen's recommendations one step further by briefly discussing how speech communication departments can make changes that will assist in dealing with differences in the classroom. A diagram presenting five models which identify diversity in the classroom is included; contains 49 references. (RS)

ED 358 490   CS 508 189

Foss, Karen; Littlejohn, Stephen
Teaching and Learning Rhetorical and Communication Theory.
PUB DATE- Feb 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Communication (Thought Transfer); Educational History; Higher Education; Intellectual Disciplines; *Rhetoric; *Rhetorical Theory; *Theories; Theory Practice Relationship
IDENTIFIERS- Historical Background

Courses in communication theory in the 1990s may emphasize the

Achieving Quality: Final Report of the Educational Quality Indicators Initiative.
PUB DATE- 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Cooperation; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Performance; *State School District Relationship; Teacher Effectiveness
IDENTIFIERS- *Alberta; *Educational Quality Indicators Project AB

This report provides information on the Educational Quality Indicators (EQI) initiative, a 3-year collaboration between Alberta Education and 12 school jurisdictions to develop indicator systems that measure the success of the educational enterprise. Ten collaborative action-research projects were begun in 1989 and ended in 1992. Each project focused on specific aspects of educational improvement and accountability. The projects can be grouped into three major areas--system accountability, teaching and learning, and alternative student assessment strategies. Three projects focused on accountability--at Lacombe/Rocky Mountain, Grande Prairie, and Lethbridge Public. Projects at Spirit River and Fort McMurray Catholic examined teaching and learning. Five projects--Edmonton Public, Calgary Public and Catholic, Brooks, Fort McMurray Public, and Lethbridge Catholic--examined alternative ways to measure student success. This report summarizes the EQI initiative and each of the 10 projects. A final chapter summarizes the major accomplishments, proposes potential provincial indicators, and suggests further steps for expanding the use of indicators in school jurisdictions in Alberta. Figures, tables, and references accompany the project descriptions. (LMI)

ED 358 510 EA 024 883

Skill Development: Partnerships in Education. Guidelines, an Inventory of Business-Education Partnerships in Alberta and Some Innovative Models.
PUB DATE- Nov 92
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; Community Involvement; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Job Skills; *Partnerships in Education; *Program Development; *Program Implementation; Public Schools; *School Business Relationship
IDENTIFIERS- *Alberta

Canada's ability to take advantage of the opportunities and mitigate the difficulties presented by today's economic, cultural, and social changes and global competition depends on the education and skill development of its youth. Meeting these challenges requires a common purpose involving students, parents, businesses, educators and others. To help achieve this common purpose, a partnership was formed among the Alberta Chamber of Resources, Alberta Career Development and strategy and action plan. A 6-year curriculum adoption cycle was proposed during the 1989-90 school year, and an audit of current procedures for developing and implementing curriculum was conducted in 1991. This report describes the Tacoma curriculum initiative and its outcomes. The curriculum-review process distinguishes between curriculum development (learning outcomes) and curriculum delivery (instructional materials and strategies). The goal of the process is to ensure that learning outcomes are based on student need, national standards, current research, and local data; that curriculum is coordinated across the district and articulated in grades K-12; that curriculum is effectively delivered with an integrated approach to all students; and that the written curriculum, instructional materials, teaching strategies, and assessment practices are aligned with one another. Actions taken to meet program goals and methods for funding are also described. Four figures are included. (LMI)

ED 358 530 EA 024 964

Conley, David T.
Strategic Planning in Practice: An Analysis of Purposes, Goals, and Procedures.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; *Educational Planning; *Educational Policy; Educational Principles; Elementary Secondary Education; *Long Range Planning; Models; Organizational Objectives; *School Districts; *Strategic Planning

Findings of a study that examined the application of strategic planning in American school districts are presented in this paper. Methodology involved content analysis of the strategic plans of 79 school districts throughout the United States, focussing on their mission statements, core beliefs and parameter statements, and objectives and strategies. Findings indicate that school districts do not distinguish in practice among the technicist, political, and consensual planning processes. Conclusions, supplemented by a survey of the school districts, are that: (1) interactive planning methods need an organizational context that supports continued dialog; (2) strategic planning appears to be a useful tool for school-community communication; (3) most districts' interactive planning models exhibited an incongruence between mission statements and strategies; (4) the planning process contained inherent conflicts of interest; and (5) a fine line exists between political and rationalist elements in strategic planning. Six figures are included. (Contains 42 references.) (LMI)

ED 358 531 EA 024 965

Burket, Lee
A Framework for Distinguishing Intensity of Need and Regional Differences of Funding Regions.
PUB DATE- Mar 93
NOTE- 37p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constitutional Law; *Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; *Equal Education; *Finance Reform; *Public Schools; State Aid; State Courts
IDENTIFIERS- *Illinois

This monograph contains five presentations delivered during the course of an attempt made in November 1992 to amend the state constitution of Illinois in such a way as to make education a fundamental constitutional right. The effort failed to garner the 60 percent of the vote required to pass the amendment. These presentations made a strong advocacy case for the amendment's approval. The first presentation was given before a rural group that issued a legal challenge to the state school finance system. The second piece is a written statement presented to the Task Force on Illinois School Finance. The statement was based on reports from the task force and is the most specific to Illinois of all of the presentations in this collection. The third presentation outlines the broad philosophical arguments for making education a constitutional right. The fourth presentation explores questions about whether inequalities in spending at different schools makes a difference in the quality of education. The fifth presentation was given after the defeat of the constitutional amendment at the polls and the court challenge. It discusses the impact of the losses and national trends in education. Suggested readings and an appendix containing the status of school finance constitutional litigation are included. (JPT)

ED 358 551 EA 024 990

Ballinger, Charles
Annual Report to the Association on the Status of Year-Round Education.
PUB DATE- Feb 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; *Nontraditional Education; *School Schedules; *Year Round Schools

The status of year-round education is described in this annual address to the National Association for Year-Round Education (NAYRE). Trends for 1992 include the following: (1) 2,049 schools in 26 states now use year-round education (YRE), 23 percent more than in 1991 and 135 percent more than in 1990; (2) the greatest growth has occurred in the western United States; (3) the numbers of multitrack YRE schools are increasing; and (4) private schools are showing interest. Among arguments for YRE are that it will provide: more continuous instruction leading to more continuous learning; less learning loss because of a shorter summer vacation; the opportunity to use intersession periods for instructional remediation; higher student and teacher attendance; fewer dropouts; reduced vandalism; and quicker diagnosis and remediation of student problems. A distinction is made between extending the school

Toward a Multilevel Conception of Policy Implementation Processes
Based on Commitment Strategies.
PUB DATE- Jan 91
NOTE- 46p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, January 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Leadership; *Leadership Styles; *Program Implementation; School Administration
IDENTIFIERS- *British Columbia

Findings of a study that examined the role of policy implementation in school reform are presented in this paper. The focus is on a British Columbia policy, the Primary Program, which is intended to reform educational practices through the first 3 years of schooling. During the first phase of data collection, interviews were conducted with 12 principals, 44 teachers, and 5 district staff at 12 schools in 3 school districts. Principals' logs of weekly activities were also analyzed. During phase 2, principals and teachers at the 12 schools also responded to a mailed questionnaire. The data were used to develop a model of a set of commitment strategies for policy implementation. Findings indicate that most initiatives taken outside the school were aimed at commitment building. Most inschool components of the model supported the claim that commitment strategies were the primary instruments of change. Conclusions about effective leadership for school reform are that it is shared, it must consume a significant portion of the leadership pie, and it must utilize transformational leadership practices to build commitment. One table is included. (Contains 58 references.) (LMI)

ED 358 571 EA 025 022

Center, David B.; Blackbourn, J. M.
Monopolistic Educational Bureaucracy (MEB): The Dis-Ease
Destroying Public Education.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; *Decentralization; Educational Change; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Support; *Full State Funding; *Public Education; Public Schools; School Funds

Public schools and their problems are discussed in this paper. It is argued that public schools suffer from the effects of a bureaucracy based on a paradigm inappropriate for the task entrusted to them. Further, the monopolistic nature of the educational bureaucracy has insulated it from virtually all relevant sources of feedback and pressures for meaningful change and reform. Proposed solutions include repealing compulsory education laws, decentralizing education, creating an incentive-based feedback loop between educators and consumers, and radically changing the funding of public schools. The funding proposal is based on the creation of a state-level education fund to pay for all or most of each citizen's education. Implementation of such a system would

Wright, Tennyson J., Ed.; Leung, Paul, Ed.
The Unique Needs of Minorities with Disabilities: Setting an Agenda for the Future. Conference Proceedings (Jackson, Mississippi, May 6-7, 1992).
PUB DATE- 7 May 92
NOTE- 262p.; For selected individual papers, see EC 302 149 and EC 302 154. For the proceedings summary, see EC 302 068.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; *Disabilities; Educational Needs; Elementary Secondary Education; Employment; Employment Opportunities; Individual Needs; Mental Disorders; Mental Health; *Minority Groups; *Needs Assessment; Physical Health; Prevention; *Public Policy; Research Needs; Substance Abuse; Vocational Rehabilitation
IDENTIFIERS- Empowerment

This conference report presents issue papers that speak to the needs of minority group members with disabilities, solicited from human service professionals. The papers provide statistical data relating to the needs of various people with disabilities who are members of minority groups, describe initiatives developed to serve those needs, analyze the effectiveness of those initiatives, and offer recommendations for improved services. An introduction by Paul Leung and Tennyson J. Wright precedes the nine main topic papers of the conference, each of which is followed by "reaction" papers by one or more panelists. The topic papers are as follows: "Employment" (Alyce Earl Jenkins); "Research Needs Related to Minorities with Disabilities" (Paul Leung); "Mental Health and Minorities: Emerging Issues" (Timothy Summers); "The Vocational Rehabilitation of Minorities" (Frank L. Giles); "Prevention of Primary and Secondary Disabilities" (Julie Clay); "Empowerment and Minorities with Disabilities" (Eva P. Britt); "Minorities, Physical Health and Disability" (Anita Leal); "Substance Abuse and Disabilities among Minorities" (James G. Brown); and "Educational Needs of Minorities with Disabilities" (Frederick D. Bedell). Concurrent workshop reports are then provided, summarizing the issue papers and their recommendations on the issues of employment, research, rehabilitation, empowerment, physical health, and education; a final workshop sums up the discussions of the general session. A conference program and a list of program participants conclude the document. (JDD)

ED 358 592 EC 302 149

Giles, Frank L.; And Others
The Vocational Rehabilitation of Minorities and Reactions.
PUB DATE- May 92
NOTE- 30p.; In: The Unique Needs of Minorities with Disabilities: Setting an Agenda for the Future. Conference Proceedings (Jackson, Mississippi, May 6-7, 1992). Edited by Tennyson J. Wright and Paul Leung; see EC 302 145.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Adults; American Indians; Asian Americans; Blacks; Delivery Systems; *Disabilities; Federal Programs; Hispanic Americans; *Minority Groups; Policy Formation; Private Sector; *Program Effectiveness; *Public Policy; Racial Factors; Rehabilitation Counseling; Rehabilitation Programs; State Programs;

of nondisabled students; efficacy studies of special education indicate limited or negative effects of special education; both regular and special educators are concerned with low expectations and devaluation of specific groups; both regular and special educators are concerned with transition from school to adulthood; issues of access for students with disabilities have receded and issues of quality and effectiveness have come to the forefront; and issues of school restructuring are of concern to both regular and special educators. The report's concluding recommendation calls for a cooperatively focused research agenda that is predicated upon the complete elimination of any distinction between regular and special education. Other recommendations include changing graduation criteria to accommodate the intellectual diversity of students and applying best special educational practices to the major problems of regular education. (Contains 56 references.) (DB)

ED 358 609   EC 302 171

Hammond, Marilyn; And Others
Funding for Assistive Technology: A Guide and Directory for Utah.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Disabilities; Elementary Secondary Education; Eligibility; *Financial Support; Mobility Aids; Purchasing; Sensory Aids; State Programs; *Technology
IDENTIFIERS- *Utah

This guide identifies sources of funding for purchasing assistive technology for people with disabilities. It outlines eligibility requirements, specifies which devices can be obtained from which sources of funding, and discusses how to effectively approach the funding process. It begins by defining assistive technology categories, describing the Utah Assistive Technology Program, and identifying types of Utah funding sources. Steps in applying for funding are detailed, and the appeals process is explained. A directory of Utah funding agencies is then presented, including: Blue Cross/Blue Shield, Division of Services for People with Disabilities, Division of Aging and Adult Services, Utah Easter Seal Society, Department of Health, Independent Living Program, Medicaid, Medicare, Muscular Dystrophy Association, Special Education, United Cerebral Palsy Association, Vocational Rehabilitation Services, and Industrial Commission of Utah. For each agency, the following information is provided: contact person; address and telephone number; eligibility criteria; appeals process; unique considerations; and areas of coverage (such as ambulation, seating and posturing, bedroom aids, and communication). (JDD)

ED 358 610   EC 302 172

Strategic Plan for Preventing Childhood Lead Poisoning in Illinois.
PUB DATE- Mar 91
NOTE- 33p.; Produced by the Illinois Childhood Lead Poisoning Prevention Program. For related documents, see EC 302 173-174.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advisory Committees; Agencies; Crisis Intervention; *Disabilities; *Governance; Leadership; Legal Responsibility; Policy Formation; Program Administration; Recruitment; Respite Care
IDENTIFIERS- *Crisis Nurseries

This fact sheet reviews the role of advisory boards and boards of directors in the context of crisis nursery and respite care programs for families with special needs members. Typical responsibilities of advisory boards are listed, including program creation and planning, development of program policy, planning and implementing public relations, providing funding leadership, and developing subcommittees. Special concerns of crisis nursery and respite programs which are integrated into larger organizations are noted. Specific legal requirements of boards of directors (e.g., developing policy and providing direction to the executive director) are mentioned and typical responsibilities are listed, including providing vision and planning, supervising the executive director, providing funding leadership, providing financial oversight, engaging in self-assessment activities, and planning and implementing public relations. Guidelines for recruiting both advisory boards and boards of directors are offered. Other aspects addressed include the training and retention of board members and energizing existing boards. Several organizational and print resources are suggested. (DB)

ED 358 631 EC 302 194

Harmon, Judson A.; And Others
Gender Disparities in Special Education.
PUB DATE- Feb 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Influences; Compliance (Legal); Educational Policy; Elementary Secondary Education; Eligibility; *Emotional Disturbances; *Handicap Identification; *Incidence; *Learning Disabilities; Policy Formation; Referral; *Sex Bias; *Sex Differences; Special Education; State Standards; Student Placement; Teacher Student Relationship
IDENTIFIERS- Prereferral Intervention; *Wisconsin

This report presents results of an investigation of possible reasons for the pronounced gender inequality in numbers of students served by special education in Wisconsin, especially in the categories of emotional disturbances (81 percent male), learning disabilities (71 percent male), and speech and language (66 percent male). The study found that these percentages have been fairly stable over time and are slightly above national averages. A review of the literature resulted in 11 hypotheses explaining these gender differences. These hypotheses are evaluated and grouped under five general factors: (1) biological differences; (2) learned differences; (3) different reactions of boys and girls to school; (4) different reactions of teachers to boys in comparison to girls; and (5) flaws or weaknesses in criteria, procedures, or tests. Recommendations include: develop a state policy on gender equity in special education and implement it as an element of compliance monitoring; provide inservice training to raise awareness of the law, the adverse effects of gender bias, and the need to avoid labeling children inappropriately; improve and strengthen classroom interventions prior to referral; improve the referral and evaluation team processes; and improve three models are district/state-wide programs that cover the entire kindergarten to grade 12 spectrum, in Nebraska, Connecticut, and San Diego (California). The sixth model describes a transitional program in Coeur d'Alene, Idaho, to help students bridge the gap between the sheltered world of school to the less structured world of work. The seventh model is a parent-helping-parent program that extends across Minnesota and focuses upon the establishment of coalitions for providing more effective communication between parents, special needs children, and the school. The eighth model describes a parent communication network at the local school level in South Bend, Indiana. (Contains 20 references.) (JDD)

ED 358 648 EC 302 212

McLaughlin, John A.
Special Education Program Evaluation: A Planning Guide. An Overview. CASE Commissioned Series.
PUB DATE- May 88
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Information Sources; *Planning; Program Effectiveness; *Program Evaluation; *Special Education
IDENTIFIERS- *Evaluation Reports

This resource guide is intended to help in planning special education program evaluations. It focuses on: basic evaluation concepts, identification of special education decision makers and their information needs, specific evaluation questions, procedures for gathering relevant information, and evaluation of the evaluation process itself. Preliminary information discusses the nature of evaluation, the people involved, and ways to maximize the utilization of evaluation results. Then, the following eight steps to planning a local evaluation are detailed: (1) getting started; (2) describing the program; (3) writing evaluation questions; (4) planning collection of information; (5) planning analysis of evaluation data; (6) planning the evaluation report; (7) managing the evaluation; and (8) meta evaluation. Four appendices provide a meta evaluation checklist, a list of 8 references on evaluation utilization, a list of 11 specific strategies to enhance evaluation utilization, and 15 worksheets keyed to the 8 planning steps. (DB)

ED 358 649 EC 302 213

Lashley, Carl A.
Position Responsibilities and Relationships in the Evaluation of District Level Special Education Administrators. A Review of Position Descriptions, Performance Evaluation Instruments, and Research Regarding the Job Responsibilities and Performance Evaluation of District Level Special Education Administrators. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

these tasks. The findings support the continued use of behavioral procedures with patients with severe brain injuries despite the presence of marked cognitive deficits. (Author/JDD)

ED 358 666 EC 302 230

Turnbull, H. Rutherford, III
Free Appropriate Public Education: The Law and Children with Disabilities. Fourth Edition.
PUB DATE- 93
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; Classification; Compliance (Legal); *Court Litigation; *Disabilities; Due Process; *Educational Legislation; Educational Opportunities; Elementary School Students; Elementary Secondary Education; *Equal Education; Federal Legislation; Handicap Identification; Legal Responsibility; Mainstreaming; Parent Participation; *Public Education; *School Responsibility; School Role; Secondary School Students; Student Placement; Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act

This book examines schools' legal responsibility for providing equal educational opportunities for children with disabilities. It analyzes the six principles of special education law: (1) zero reject, or the right of every child to be included in a free appropriate publicly supported educational system; (2) nondiscriminatory classification; (3) individualized and appropriate education; (4) least restrictive placement; (5) due process; and (6) parent participation. Methods of enforcing the law, through case law techniques and statutory techniques, are then discussed. The book also presents common objections to the six legal principles, and attempts to answer those objections on two major grounds: the beliefs that support the principles, and the system of values that undergirds the principles. The book discusses the 1990 amendments to the Individuals with Disabilities Education Act (IDEA--formerly known as the Education of the Handicapped Act) and the Americans with Disabilities Act. It also discusses all of the major cases interpreting the federal special education law, through the middle of 1992. The book concludes with examinations of four specific court cases: Brown v. Board of Education, Southeastern Community College v. Davis, Board v. Rowley, and Irving ISD v. Tatro. A glossary, a table of cases, a case index, and an index are appended. Reference notes accompany each chapter. (JDD)

ED 358 667 EC 302 231

Gable, Robert A., Ed.; Warren, Steven F., Ed.
Strategies for Teaching Students with Mild to Severe Mental Retardation.
PUB DATE- 93
NOTE- 291p.; First published as "Advances in Mental Retardation and Developmental Disabilities" (Baltimore, Taylor and Francis, 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

the theoretical study of language, to educational linguistics, as well as to the study of literary language. The literary analysis papers included in this compilation range from discussions of literary pragmatics, to detailed systemic-functional analyses of literary texts. Papers included are: "Literary Genre and History: Questions from a Literary Pragmaticist for Socio-Semioticians" (Roger D. Sell); "Prose Dialogue and Discourse" (Karen Malcolm); "Dialogue and Discourse in a Nigerian English Discourse" (Femi Akindele); "Semantic Options in the Transitivity System: An Example of Textual Analysis" (Julia Lavid); "Variation in Narrative Structure: A Simple Text vs. an Innovative Work of Art" (Martina Bjorklund and Tuija Virtanen); "Phonological Meanings in Literary Prose Texts and their Translations" (Eija Ventola). (JL)

ED 358 688 FL 020 835

Sell, Roger D.
Literary Genre and History: Questions from a Literary Pragmaticist for Socio-Semioticians.
PUB DATE- 91
NOTE- 40p.; In: Ventola, Eija, Ed. Approaches to the Analysis of Literary Discourse. Finland, Abo Academy Press, 1991. p1-38; see FL 020 834.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classification; *Discourse Analysis; Foreign Countries; *Linguistic Theory; *Literary Genres; *Literary History; *Pragmatics; Semiotics

This article presents the difficulties literary pragmaticists have with literary genre, and asks to what extent linguists belonging to the Halliday tradition might be able to help. Literary pragmatists need a taxonomical apparatus that will apply to genres of all kinds, literary or otherwise. They also need to describe how different genres help people perceive and parcel things up, and how genres function within sociocultural contexts. It seems that Hallidayan linguists may well have something to suggest here, even if their genre thinking is not yet fully developed to their own satisfaction. Furthermore, literary pragmaticists need to talk about changes in genres and in their relation to context. Here it is not immediately clear whether Halliday linguists can help. The question is: Do Hallidayans, as a matter of either principle or convenient practice, confine themselves to a synchronic approach? (Contains 39 references.) (JL)

ED 358 689 FL 020 836

Malcolm, Karen
Prose Dialogue and Discourse.
PUB DATE- 91
NOTE- 26p.; In: Ventola, Eija, Ed. Approaches to the Analysis of Literary Discourse. Finland, Abo Academy Press, 1991. p39-62; see FL 020 834.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Comparative Analysis; *Discourse Analysis; *Fiction; Foreign Countries; *Oral Language; *Written Language
IDENTIFIERS- Canada; *Phasal Analysis

Realistic spoken discourse, as it actually is used in real-life outcomes establish students' proficiency in the following: clerical administration support operations; mechanical/creative support operations; prepress operations; offset press operations; finishing/binding operations; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 13 student outcomes. (NLA)

ED 358 239 CE 061 908

Printing and Graphic Arts. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Employment Potential; Entrepreneurship; Equipment Maintenance; *Graphic Arts; Job Skills; Occupational Information; Outcomes of Education; Postsecondary Education; *Printing; Professional Development; Program Guides; Reference Materials; Secondary Education; *Vocational Education
IDENTIFIERS- Book Binding; *Florida

This document contains a vocational program guide and Career Merit Achievement Plan (Career MAP) for secondary and postsecondary printing and graphic arts programs. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); faculty design recommendations with safety, maintenance, and liability considerations; suggested equipment list; and professional development (technical updating and teacher standards with related professional organizations and support services lists). The 11 intended outcomes establish students' proficiency in the following: clerical administrative support operations; mechanical creative support operations; prepress operations; offset press operations; finishing/binding operations; support operations for laboratory projects; prepress operations for laboratory projects; offset press operations for laboratory projects; finishing/binding operations for laboratory projects; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 11 student outcomes. (NLA)

ED 358 240 CE 061 909

Precision Metal Fabrication. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assembly (Manufacturing); Curriculum Design; Employment Potential; Entrepreneurship; Equipment Maintenance;

preconditions, and dangers. Chapter II traces the legal background and status of linkage. Chapters III-VII examine the development, implementation, and enforcement of linkage programs providing the following: (1) employment and training opportunities through First Source programs under which employers are asked or required to use the city's employment and training office or community organizations as their first source for job applicants; (2) minority and women-owned business support; (3) affordable housing through housing trust funds; (4) equity participation partnerships; and (5) community facilities and social and human services. Each of the seven chapters is followed by three appendixes that provide references to recommended further readings and technical assistance providers, contain notes on sources used in researching the chapter content, and contain sample documents that are models suitable for adaptation. A list 41 background readings is provided. (YLB)

ED 358 257 CE 063 769

Kansas Vocational Education and Training Programs. Biennial Report. Programs Funded by the Carl D. Perkins Vocational and Applied Technology Act of 1990 and the Job Training Partnership Act. 1993 Report for Fiscal Years 1991 and 1992.
PUB DATE- 31 Mar 93
NOTE- 66p.; Document contains low contrast ink and paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Coordination; *Employment Programs; Federal Legislation; *Federal Programs; Job Placement; *Job Training; Postsecondary Education; *Program Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; *Kansas

A statewide assessment was made of the vocational education delivery systems assisted under the Carl D. Perkins Vocational and Applied Technology Act of 1990 and the Job Training Partnership Act (JTPA), as well as the coordination between them, in Kansas. The study indicated that minimum set-asides for serving targeted populations were made under both programs. The numbers served and placement percentages were also appropriate. However, the state lacked the funds needed to serve all adults needing retraining. The study also found that coordination between the two programs exists at all levels. Some of the recommendations made were the following; (1) career development should be highlighted, concentrating on individual career development plans for all students; (2) vocational-technical programs at all levels must be upgraded to enable completers to compete in the international marketplace; (3) area vocational-technical schools should be renamed technical colleges; (4) the state should develop a process to measure the increased earnings that accrue to JTPA participants as a result of their participation in the program; (5) efforts should be made to track where clients are placed and how their jobs relate to their training; (6) JTPA service delivery areas should maintain separate performance data for each vendor so that their effectiveness can be evaluated; and (7) obstacles to joint action by various agencies should be identified and removed. (Two appendixes contain statistical data on the programs.) (KC)

ED 358 258 CE 063 774

Education; Secondary Education; *Sex Fairness; Sexual Abuse; Sexual Harassment; Technology Education; *Vocational Education; Womens Studies

This sex equity resource guide lists materials that are either housed at the Center on Education and Training for Employment at Ohio State University, available through the Educational Resources Information Center (ERIC), or offered for sale by a publisher. The guide, which was compiled to aid Texas vocational educators in eliminating sex bias and sex stereotyping in the curriculum and the classroom, is divided into chapters on the following 12 topics: career education; culturally diverse populations; equity in computer science; equity; females and males; females with disabilities; mathematics, science, and technology; nontraditional occupations; sexual harassment, abuse, and rape; single parents, teen parents, and displaced homemakers; women's history; and working women and men. Each entry includes the following: title, author, date (if available), price, a brief abstract, and ordering information. A listing of 10 publishers' addresses and telephone numbers is appended. (MN)

ED 358 276   CE 063 800

Chambers, Steven D.; Drier, Harry N.

Equity, Bias, and Stereotyping Reduction. A Literature Review Focused on National Research, Effective Projects, Publications, Curriculum, Training, and Resource Organizations. Equity Report 102.

SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.

PUB DATE- 93

NOTE- 70p.; For related documents, see CE 063 798-807. Extremely small print throughout document.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; Annotated Bibliographies; Career Choice; Career Education; Career Guidance; Curriculum Development; Demonstration Programs; *Educational Practices; *Educational Research; Educational Resources; Elementary Secondary Education; *Equal Education; Inservice Teacher Education; Literature Reviews; Mentors; National Surveys; Nontraditional Students; One Parent Family; On the Job Training; Organizations (Groups); Peer Influence; Postsecondary Education; Professional Development; Program Effectiveness; Research Projects; Resources; Retraining; *Sex Bias; *Sex Fairness; *Sex Stereotypes; Teacher Certification; Teacher Education; Vocational Education

This publication contains bibliographic data and abstracts of over 350 documents and journal articles on sex equity, bias, and stereotyping reduction that may be found in the Educational Resources Information Center (ERIC) database. The document is divided into 16 chapters as follows: equal education and sex stereotypes, equal education and sex bias, one-parent family and fatherless family, one-parent and motherless family, nontraditional students and vocational education, inservice education and on-the-job training, inservice education and retraining, career education and career choice, career education and career guidance, equal education, teacher education and certification, teacher education and training, teacher education and equal education, inservice education and professional training, mentors, and peer influence. Each entry contains some or all of the following: ERIC document/ERIC journal (ED/EJ) number, ERIC clearinghouse accession number,

Geers, Frederik; And Others
New Strategies To Combat Long-Term Unemployment in Belgium, Denmark and the United Kingdom. Synthesis Report = Nouvelles strategies de lutte contre le chomage de longue duree en Belgigue, au Danemark, et au Royaume-Uni. Rapport de synthese.
PUB DATE- Mar 92
NOTE- 130p.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Career Guidance; *Cooperative Programs; Coordination; Demonstration Programs; Dislocated Workers; Financial Support; Foreign Countries; French; *Job Training; *Program Development; Program Implementation; Public Policy; *Unemployment; Unemployment Insurance
IDENTIFIERS- Belgium; Denmark; United Kingdom

This synthesis report provides information to policy makers, practitioners, and researchers on the new strategies and measures adopted in Belgium, Denmark, and the United Kingdom to combat long-term unemployment. It begins with a summary of strategies and measures adopted in each of the three countries. Each country report highlights the following aspects: scope and characteristics of the unemployment problem; institutional structures at national, regional, and local levels; strategies used to combat long-term unemployment, including programs and pedagogical methods in education, training, and vocational guidance; financing mechanisms; and new forms of cooperation among training organizations and among decision makers in the implementation of new strategies. As far as possible, each report includes results from the programs, although a number of them are still in progress. The second part of the document is a comparative table of key issues, including the following: unemployment rate; evolution of long-term unemployment; duration of unemployment benefit; level of unemployment benefit; government spending on labor market policies; vocational guidance; specific training initiatives; supportive actions for individuals; financing mechanisms; and collaboration types. A final section of observations and comments focuses on general and specific features. (YLB)

ED 358 295 CE 063 822

Technical and Vocational Training.
PUB DATE- 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Change; *Educational Development; Educational History; Education Work Relationship; Foreign Countries; Job Skills; Job Training; Secondary Education; Skilled Workers; Teacher Education; Technical Education; *Vocational Education
IDENTIFIERS- Denmark; *European Community; France; Germany; Great Britain; Japan; Netherlands; Portugal; Spain

This issue focuses on the various forms that secondary technical and vocational education takes in different European Community Member States. "The Future for Skilled Workers" is an interview with Burkart Lutz, a German researcher. Other articles are as follows: "Contradictions in Technical and Vocational Education: The Outlook" (Paolo Garonna); "Current Challenges to Basic Vocational Education" (Carl Jorgensen); "Education, Training, and organizations that can help employers considering women veterans for job openings: Defense Outplacement Referral System, National Women Veterans' Conference, American Legion, Retired Officers Association, Disabled American Veterans, and Job Accommodation Network. These agencies provide a variety of services to employers, including job referral, assistance in locating qualified job seekers and matching individuals to specific job openings, and special assistance to employers hiring disabled veterans. Employers should also be aware of certain laws pertaining to the employment of veterans. Legislation exists obligating employers to retain or reinstate certain eligible employees who are veterans or members of the reserve forces. Other legislation requires certain federal contractors to recruit persons with disabilities and certain veteran populations. (MN)

ED 358 315 CE 063 861

Directory of Nontraditional Training and Employment Programs Serving Women.
PUB DATE- 91
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Apprenticeships; *Employment Programs; *Females; Information Services; *Job Training; *Nontraditional Occupations; Outreach Programs; Postsecondary Education; Program Descriptions; Skilled Occupations; Skilled Workers; *Technical Assistance; Technical Occupations; *Trade and Industrial Education

This directory describes 125 programs and services that provide training or employment assistance to women seeking blue-collar jobs in trades and technology. Programs and services, by state, are divided according to their primary focus on training, information and technical services, or outreach. Nineteen selected models of training programs are listed separately at the beginning of the section on training. Information provided for both model and other programs includes the following: program name, administrative agency, address, contact person, contact telephone number, program services, and eligibility. Appendixes, amounting to almost one-half of the directory, contain the following: lists of Women's Bureau regional offices, Bureau of Apprenticeship and Training (BAT) regional and state offices, state apprenticeship councils, apprenticeship information centers, Federal Committee on Apprenticeship, Office of Federal Contract Compliance Programs (regional, district, area offices), Job Corps regional offices, national offices of Joint Labor-Management Apprenticeship and Training Programs, state vocational sex equity coordinators, and state employment service offices; occupations that BAT recognizes as apprenticeable; sample curricula for 14- and 20-week training programs; literacy and employment training program model; glossary; National Tradeswomen's Network addresses; 21 national organizations involved in training or employment assistance; and 120 publications related to women in nontraditional occupations. (YLB)

ED 358 316 CE 063 862

Brayfield, April
Child Care Costs as a Barrier to Women's Employment. Final Report.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- Sep 92

A study investigated the level of 24 transition services and factors that affect service delivery for secondary students with disabilities in 135 Virginia school divisions. Transition services were categorized as inclusion, instructional programs, coordinated planning, and support services. Factors affecting delivery were cooperation of vocational and special education, administrative support, and formal interagency transition team. A mail survey was administered to 129 coordinators of transition services; 120 responded. Findings indicated that schools were upholding their responsibility to provide interaction of students with disabilities with their nondisabled peers. Instruction in independent living, social skills, career awareness, and job seeking skills was provided in over 90% of the school divisions. Over three-fourths of the school divisions had written agreements with other agencies. Adequate support services were provided, as shown by data indicating that guidance personnel were doing a sufficient job of assisting students with disabilities in career planning and decision making and in planning appropriate program placements while in school. Cooperation between vocational and special education occurred most frequently in placement, student monitoring, accommodations, and student evaluation. Measures of administrative support were relatively low. Only half of the school divisions reported formal interagency transition teams. (Five data tables and 30 references are appended.) (YLB)

ED 358 332 CE 063 896

Frediani, Pam
Guide to Effective Purchasing. Operational Management Programme.
PUB DATE- 92
NOTE- 71p.; For related documents, see ED 319 988-997, ED 335 504-512, and ED 335 514.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Consumer Protection; Dining Facilities; *Food Service; Foreign Countries; Guides; *Hospitality Occupations; Hotels; Postsecondary Education; *Purchasing; Secondary Education; Specifications; Vocational Education
IDENTIFIERS- Great Britain

This manual is intended to help create and sustain good relations between purchasers and suppliers of foods and related products. It is designed to guide anyone involved in the purchasing function: purchasing officers and managers in medium and large establishments, food and beverage managers, catering managers, chefs, caterers, restaurateurs, hoteliers, and proprietors. The first two chapters set out the principles of effective purchasing. Chapter 1 offers practical advice on meeting customer needs. Chapter 2 focuses on meeting business needs. Chapters 3-14 address the following aspects of the purchasing function: the process; controlling purchases; controlling stock; deciding quality; deciding quantity; stating needs; identifying and selecting suppliers; getting the best from the supplier; negotiating; contracts; hygiene, safety, and the law; and effective purchasing. Chapters 15-30 offer specific recommendations for purchase of the following items: meat; poultry, game, and offal (liver, kidneys, heart, etc.); fish; fruit; vegetables; dairy produce and eggs; bakery goods; dry goods; seasonings; oils and fats; canned goods; chilled and frozen foods; alcoholic beverages; nonalcoholic beverages; paper goods; and cleaning materials. An index is provided. (YLB)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Educational Equipment; Educational Facilities; *Electromechanical Technology; Equipment Maintenance; Equipment Manufacturers; Evaluation Criteria; *Instructional Materials; Material Development; *Mechanical Design Technicians; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test Items; *Trade and Industrial Education
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in electromechanical technology in school districts, area vocational centers, and community colleges. The following topics are covered: job duties of electromechanical technicians; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources; facilities (facility design recommendations and safety, maintenance, and liability); suggested equipment; and professional development (technical updating and teacher standards and related professional organizations and support services). A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in an electromechanical technology program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the electromechanical technology skills and work environment readiness skills covered in the electromechanical technology program. (MN)

ED 358 350 CE 063 930

Environmental Horticulture. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Competency Based Education; Educational Equipment; Educational Facilities; *Environmental Education; Evaluation Criteria; *Horticulture; *Instructional Materials; Material Development; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test Items
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in studies (the family). For each major topic in each of these courses, the guide provides objectives correlated to concepts, generalizations, and content, and suggested activities. (KC)

ED 358 367 CE 063 972

Weinbaum, Alexandra; And Others
Learning Work: Breaking the Mold in Youth Employment Programs.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Demonstration Programs; Economically Disadvantaged; Employment Potential; *Employment Programs; Job Skills; *Job Training; *Policy Formation; Program Improvement; Public Policy; Young Adults; *Youth Employment; *Youth Programs
IDENTIFIERS- New York (New York)

The Youth Employment Program Assistance Project was a New York City initiative to demonstrate how employment training for out-of-school, economically disadvantaged youth can be made educationally vigorous. It involved four training programs with a few hundred students. The project focused on the following principles and goals: all learning requires higher-order thinking skills, skills should be taught in context, learning is a social activity, and learning should have intrinsic and extrinsic reward. Project activities included technical assistance workshops, on-site technical assistance, monthly meetings, program directors meetings, and technical assistance workshops for other programs. Policy implications from the project were discussed and the following recommendations made for similar projects: (1) train for investigations of workplaces in which students will be placed; (2) collaborate with educators; (3) provide staff development; (4) strengthen organizational capacity; (5) allocate resources for planning; (6) develop new forms of student assessment; (7) develop new criteria for program performance; and (8) allow time for change. (Contains 31 references.) (KC)

ED 358 368 CE 063 985

Wiley-Thomas, Cheryl, Comp.; Norden, Tamara, Ed.
Building Blocks. An Annotated Bibliography for Single Parent Programming.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Jun 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Career Development; Child Rearing; Citations (References); Daily Living Skills; *Early Parenthood; Education Work Relationship; Health Education; High Schools; Mentors; *Parent Child Relationship; *Parent Education; *Pregnancy; Program Design; Self Esteem; Sex Fairness; Sex Stereotypes; Youth Problems

This booklet lists 645 books, articles, curriculum materials, computer software, and videos that educational professionals can use to develop programs for single parents (especially teen parents). Many of the listings are annotated; all contain information on author, title, publisher name and city, and date of publication or production. The listings are organized in the control/mastery, psychological well-being, role quality, social network ties, optimism, and demographic variables) in a secondary analysis of data collected by Baruch and Barnett on 238 women. Subjects were divided into four groups: never married (N=50), married without children (N=54), married with children (N=88), and divorced with children (N=46) and were interviewed in their homes (Brookline, Massachusetts), 1978-79. It was found that 27% of the variance in self-reported health of mothers (whether married or divorced) was accounted for by stress, optimism, employment outside the home, occupational prestige, and quality of experience in the maternal role. Twenty-two percent of the variance in health of married women was explained by stress, quality of experience in the wife role, employment, and occupational prestige. A comparison of the healthiest and the least healthy women revealed that women in better health in middle adulthood had fewer concerns regarding their work, marital roles, and child-rearing roles as compared to their less healthy counterparts. Contains approximately 120 references. (NB)

ED 358 387 CG 024 877

Preparing for Life and Work: A Student and Parent Guide to High School Planning.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Selection (Students); *Grade 9; *High School Freshmen; High Schools; Parents; *Planning; School Counselors; Teachers

This document presents a guide to help students, who are entering the ninth grade, and their parents prepare for the transition from middle school to high school. The booklet is organized around a series of questions that students might ask themselves as they begin to plan for their high school careers. Each question is considered and discussed to help students make the appropriate decisions. Students are advised to consider what they might like to do as a career when they finish school, what basic skills they will need, whether they are learning the right things to help them in the future, and what courses they are required to take and what other courses might be useful to them. A section on subject areas offered in high school defines 17 possible subject areas, including agricultural education, computer education, English and language arts, mathematics, science, and technology education. A section on job areas that may be of interest to students lists example of jobs in each of the 14 general job areas defined by the U.S. Department of Labor. A grid is included to help students identify which subject areas in high school will help be useful to specific job areas. Three resources are listed for students desiring further information. (NB)

ED 358 388 CG 024 878

Wagener, Judy; Nehls-Lowe, Barbara
Wisconsin Youth Risk Behavior and HIV/AIDS Prevention Education: Survey Results, 1991. Bulletin No. 93253.
PUB DATE- 92

Children's Out-of-School Activities.
PUB DATE- Dec 92
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; Elementary School Students; Family Environment; Grade 5; Intermediate Grades; Locus of Control; *Reading Attitudes; *Reading Habits; Reading Research; *Recreational Reading
IDENTIFIERS- British Columbia (Vancouver)

A study investigated why children choose not to read. Subjects, 21 fifth-grade students attending a Catholic school in Vancouver, British Columbia, completed "clock-sheets" detailing their activities outside of school over a 5-day period, were administered a measure of locus of control, completed a reading attitude survey, and were interviewed. Parents and the children's teacher were also interviewed. Results indicated that: (1) students devoted an average of 190 minutes of their leisure time over the 5 days to reading; (2) female frequent readers were equally represented by internal and external loci of control; (3) high scores on the attitude scale did not necessarily match spending a lot of time reading; (4) 77% of the frequent readers came from bilingual homes as compared to 33% of the infrequent readers; (5) 100% of the frequent readers were taken to the library versus 70% of the infrequent readers; (6) 80% of the parents of infrequent readers use the library as compared to 55% of the parents of frequent readers; and (7) the infrequent reader spent less time reading than his/her parents. (One table of data and a "clock-chart" are included.) (RS)

ED 358 409   CS 011 300

Griesbach, Gay
Dyslexia: Its History, Etiology, and Treatment.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dyslexia; Elementary Secondary Education; Etiology; Handicap Identification; *Learning Disabilities; Literature Reviews; *Reading Difficulties; Reading Failure; *Remedial Reading
IDENTIFIERS- Historical Background

Of all human maladies which account for learning disabilities among young and old alike, few remain as poorly understood and inconclusively defined as dyslexia. The general public perceives dyslexia to be a reading problem; some psychologists believe that dyslexia can stem from a low socio-economic status; educators see the term as involving reading, writing, speech, and/or spelling; and medical professionals view dyslexia from a physical, organic and neurological viewpoint. Theories of dyslexia, usually using the term "word blindness" were first developed in 1896. Medicine paid little attention to dyslexia until the 1950s. Not every symptom of dysfunction is found in every dyslexic. The lag in maturation of behavior, speech, or appearance is not rare, but it can be a warning sign of dyslexia. Stuttering and speech defects are prevalent in dyslexics. Dyslexia is not a single symptom--it is the persistence and overlap of symptoms that point to dyslexia.

eighth-grade students enrolled in a Chapter 1 program during the 1990-91 school year in a large southeastern school district, kept reading logs. Teachers informally assessed comprehension of each text read, and they recorded on the log whether or not the child demonstrated comprehension. Scores on a norm-referenced, standardized achievement test were compared with the end-of-year totals for number of texts read, number of pages read, and number of texts comprehended, while controlling for previous test performance. Results indicated that there was no meaningful relationship between the amount read and reading achievement when previous reading achievement was controlled, with the exception of grade 2 and pages read for grades 4 and 8. (Three tables of data are included. Contains 16 references.) (RS)

ED 358 432 CS 011 330

Hoskyn, Janita; And Others
Multicultural Reading and Thinking Program (McRAT).
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary School Students; Instructional Effectiveness; Intermediate Grades; *Multicultural Education; Program Effectiveness; Reading Research; Sex Differences; *Student Evaluation; *Thinking Skills; Writing Improvement
IDENTIFIERS- Arkansas; *Multicultural Reading and Thinking Program AR

Two studies examined the effectiveness of the Multicultural Reading and Thinking Program (McRAT), in which teachers infuse higher-order thinking strategies and performance-based assessment into classroom instruction. Four broad categories of thinking skills are included: analysis, comparison, inference/interpretation, and evaluation. In the first study, 234 McRAT students (grades 4-6) in 16 classrooms and 106 comparison students in 12 classrooms in 6 Arkansas schools were administered pre- and post-writing assessments. The second study, a follow-up of the first study, involved 53 second-year McRAT students who were in the first study and 53 first-year McRAT students enrolled in 20 McRAT classrooms. Assessments similar to those of the first study were used. Results of the first study indicated that: (1) McRAT students significantly exceeded comparison classes on all four thinking skills on the posttests; (2) far more comparison students were "off-task" than McRAT students on posttest measures; and (3) no statistically significant differences were found for boys and girls, white and minority students, and grades 4, 5, and 6. Results of the second study indicated that the differences between the posttest means were less dramatic than in the first study; however, the second-year McRAT students did display a slight advantage over their first-year counterparts. Findings of both studies suggest that McRAT students demonstrate significant increases in higher order thinking, and that these effects are independent of gender, prior achievement level or ethnic background. (Four tables of data are included.) (RS)

ED 358 433 CS 011 331

attributable to the ideology of democratic, student-centered classrooms. However, these classrooms fail for a particular kind of student--the male student who defines himself with a quasi-religious, extremely religious or political stance and who demonstrates strident rejection of racial, religious, political, and gender considerations different from his own. The typical instructor's stance in a democratic classroom is one of vulnerability because of two subject positions: a purposefully dislocated distribution of the teacher's authority and a general willingness to validate the student's opinion. A student who is insecure about his own educational or social position may actually be disoriented by this dislocation of authority. For male students who find acceptance of female instructors difficult, dislocation of the teacher's authority is particularly problematic. The instructor's willingness to validate student opinion over and above her own can often leave her bankrupt when it comes to self-confidence, and hamper her from seeing beyond the student's position. Jonathan, a student who attested that he did not want to deal with "bleeding heart liberals" successfully polarized and disrupted one such composition class with a female instructor. While the democratic, student-centered classroom makes both instructor and student more aware of their vulnerabilities, and while it does not enable all students to succeed, it is still the most productive way to teach composition. (Contains 36 references.) (SAM)

ED 358 451   CS 213 850

Shimkin, David
Telling Tales: Bridging the Gap between Narrative Tales and Critical Insights.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Higher Education; *Journal Writing; *Literary Criticism; *Literature Appreciation; Personal Narratives; Story Telling; Student Journals; Student Reaction; Undergraduate Students
IDENTIFIERS- City University of New York Queensborough Comm C; Writing Models

In recent years, distinctions between expository and narrative modes of thought, as between personal and academic motives for writing, have become less clear cut. Looking for ways to tap the potential of journal entries in which students tell stories about their own experience in response to literature yields useful connections between narrative and critical sensibilities. For instance, Raymond Carver's short story "Boxes," prompted one student to write a poem that explored the same theme of flight from responsibility. This narrative exercise became part of an interpretive process which students too often find forbiddingly abstract and mysterious. The process of telling their own tales helped students become markedly less adversarial toward literary texts in general. Similarly, allowing students in an introductory literature class to select the reading material prompted them to fashion

DESCRIPTORS- Adults; Class Activities; Intermediate Grades; Novels; *Reader Response; Science Activities; *Science Education; Science Fiction; Secondary Education; *Story Telling
IDENTIFIERS- *Response to Literature; Story Content

Jill Paton Walsh's "The Green Book," the story of a group of humans and their life on a new planet, captures the imagination of learners and provides a compelling context for learning. Several groups of learners including fifth graders and adult teacher practitioners responded to the book in unique and interesting ways. As the setting, the motivations of the characters, and the scientific and logistic credibility of the story were pondered by the students the story grew richer and more meaningful for them. The power of stories, as seen through the responses to "The Green Book," is that they: help learners remember, parallel real life, foster meaning making, provide a meaningful context, accommodate individual differences, and invite learners into a community. The keeping of a community's story--the preservation of culture begun in a blank book brought from Earth by a child--is the essence of "The Green Book." (Contains 19 references.) (RS)

ED 358 470 CS 213 876

Boyle, Kevin
Boning up for the Research Paper: A Mock Trial.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; English Instruction; Higher Education; Instructional Innovation; Motivation Techniques; *Research Papers (Students); Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Writing Contexts; Writing Models

Research papers produced by students in college composition classes are often boring, poorly written, and disappointing. One way to help students overcome their inability to write decent research reports is to assign them the task of handing in a three page trial-run mock research paper about three weeks before the final essay is due. They must create a piece in which they argue a position different from the one they anticipate taking for the final piece. This mock paper is written from the point of view of a fake persona which the student creates, and none of the research or quotes in the paper are real. The better students usually create a humorous narrator with little intellectual acumen, and the paper is funny and readable. Other students begin to see, by trying to argue against their supposed points, that their argument is slim and in need of major revision. For students who tend to plagiarize, the exercise forces them to wear the mask of authenticity. Finally, all of the dull laws regarding citation can be checked in the mock research paper. Overall, the teacher gets papers from students who are learning to experiment with their real voices and thus produce some of the most lively writing of the semester. (HB)

ED 358 471 CS 213 877

social sciences, critical theory, or both, depending on the orientation of the professor. The modern field of communication in the United States arose after World War I in response to increasing technology and the progressive, pragmatic philosophy that has dominated American life. Rhetorical theory courses cover the history of rhetorical thinking and contemporary rhetorical thought. Despite their differences in content, the teaching and learning processes in both courses is similar. Approximately four types of theory courses can be found in college programs: basic rhetoric, introduction to communication, historical survey, and contemporary theories. Formats for the courses include: survey of theories, alternative perspectives, integrated concepts, inquiry and theory building, and application and analysis. The teaching of both rhetorical and communication theory involves curricular and content tensions. Curricular tensions relate to the proper place for theory in the curriculum and the proportion of theory and application. The issue of theory versus practice is part of the larger debate on the nature of communication competence. Tensions of a content sort include: the separation of rhetoric and communication into distinct areas; borrowing theories from other disciplines; and the Western male bias of most contemporary theories in communication. Chief among the issues awaiting investigation are: the multicultural agenda; student readiness; methods of teaching abstract concepts; teaching and learning in different campus environments; and integrating rhetorical and communication theory. (Thirty-seven notes are included.) (RS)

ED 358 491   CS 508 190

Allen, Sheilah
The World according to Gene Rodenberry.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Instruction; Higher Education; Instructional Innovation; *Mass Media Role; Mathematics Instruction; *Popular Culture; Science Instruction; Secondary Education; Time
IDENTIFIERS- Deep Space 9; *Star Trek; Star Trek the Next Generation; Story Concepts

A teacher of reading across the curriculum uses stories, many based on the television show "Star Trek" or its derivatives "Star Trek: The Next Generation" (STNG) and "Deep Space 9," to illustrate educational theories and practices. The teacher began a discussion of the nature of language, meaning and the significance of literacy by discussing an episode of STNG entitled "Darmok" in which an alien race spoke only in metaphor. Humor is present in many episodes of "Star Trek," as well as concepts like the power of fear. Cultural differences are explored in a number of episodes of STNG. The teacher uses "Star Trek" as an introduction to a lesson and as an impetus for story writing. One of the most enduring qualities of the three series is their focus on problem solving, which can serve as demonstrations for students. The series are also used for teaching the technique of role playing. Episodes of STNG and of "Deep Space 9" can be used to teach content areas such as English, mathematics, history, physics, chemistry, and biology: "Clues" involves an examination of space and time; "Drumhead" involves a Joe McCarthy-like investigator; "Cause and Effect" involves a time loop; "Time's Arrow," involving backward time

Employment, Alberta Education, the Alberta Teachers' Association, the Canadian Manufacturers' Association, and the Construction Owners of Alberta. In the spring of 1992 an interim document called "Skill Development: Business-Education Partnerships" was produced. It featured partnerships and innovative programs to help students make the transition from school to workplace or on to further study. A survey examined partnerships between schools and businesses. Among suggestions from respondents were that programs should start out small with a clear purpose and have support from throughout the organizations involved. Most of the businesses involved in partnerships thought they were successful and planned to continue them. Chapters in this report provide guidelines for a successful partnership, an overview of partnerships in Alberta, descriptions of some innovative Alberta partnerships, and descriptions of other initiatives. Appendices include a partnership profile, a map of Alberta school zones, and an inventory of Alberta partnerships. Contains 31 references. (JPT)

ED 358 511 EA 024 892

The People's Poll on Schools & School Choice: A New Gallup Survey.
SPONS. AGENCY- National Catholic Educational Association, Washington, D.C.
PUB DATE- 92
NOTE- 437p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; *Educational Quality; *Educational Vouchers; Elementary Secondary Education; *Private School Aid; Private Schools; Public Opinion; Public Schools; *School Choice; *School Effectiveness
IDENTIFIERS- *Roman Catholic Church

This report presents the findings of a survey of both the public's and Catholics' attitudes toward public and Catholic schools and school choice. While members of the general public were more likely to give their own community's schools a high grade, about half of them judged schools nationally as average. Responses were similar for Catholics. However, Catholics graded Catholic schools higher than did the general public in several areas. About 60 percent of the general public and 70 percent of Catholics supported using tax money to fund school choice. Slightly more than half of all respondents believed they had sufficient information about the schools in their community to choose one if school choice were an option. The report includes detailed findings on several question areas, including grading of the school attended by the respondent's oldest child. Also included is a rating of specific aspects of education, including knowledge of respondent's community's schools, opinion regarding the voucher system, and attitudes toward government-supported parental choice of schools. A technical appendix includes information on the sample composition, on telephone omnibus sample design, and on sampling tolerances. The survey questions are provided next, and these are followed by a section of detailed tabulations which makes up the bulk of the document. (JPT)

ED 358 512 EA 024 898

Caldwell, Terry G.
Hiring Excellent Teachers: Current Interviewing Theories,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cluster Analysis; Data Analysis; *Educational Finance; Elementary Secondary Education; *Factor Analysis; Models; Multivariate Analysis; *Needs Assessment; Research Methodology; *Resource Allocation
IDENTIFIERS- *Georgia

This paper presents a methodology for developing a framework that can help decision makers distinguish intensity of needs and regional funding differences within a state. A cluster analysis was used to distinguish need in Georgia's 159 counties. Four clusters that identified the distribution of goods or services to those in need were identified: (1) low educational achievement, sparsely populated; (2) high unemployment, rural; (3) urbanized; and (4) "typical" rural. A detailed discussion of the methodology describing the unit of analysis, selection and preparation of variables, factor analysis, and cluster model determination is provided. Advantages of the typology are that it organizes many variables into a small number of groupings and uses inductive techniques that limit researcher bias. Two suggestions for determining the distribution of resources are offered: to use a weighted per-capita figure, or to use a per-capita basis with individual agencies establishing a separate fund to be allocated according to need. Finally, the framework helps agencies to focus on the critical needs of counties. Six tables and a map of Georgia counties are included. (Contains 17 references.) (LMI)

ED 358 532 EA 024 966

Goldring, Ellen B.; Bauch, Patricia A.
Parent Involvement and School Responsiveness: Facilitating the Home-School Connection in Schools of Choice.
PUB DATE- Apr 93
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Nontraditional Education; Parent Attitudes; *Parent Participation; *Parent School Relationship; Private Schools; *School Attitudes; *School Choice; *School Organization

This paper presents findings from a study that examined the relationship between school responsiveness under different choice arrangements and the processes by which families make choices about schools. The study is part of a larger, ongoing project being conducted in 16 metropolitan high schools of choice in Chicago, Illinois; Washington, D.C.; and Chattanooga, Tennessee. This paper focuses on seven schools within three types of schools of choice--Catholic (three schools); single-focus magnet (two schools); and multifocus magnet (two schools). A survey of all 12th-grade students' parents, a total of 565, elicited an overall response rate of 49 percent. Findings indicate that different types of families prefer different types of choice arrangements for different reasons. Overall, parents choose schools overwhelmingly for academic reasons. Second, parent involvement differs according to different choice arrangements. Catholic schools facilitate greater levels of parent involvement, and multi-focus magnet schools are least effective in this area. Third, schools under different choice arrangements respond differently to parents.

year and the NAYRE's concept of reorganizing the current 170 to 180 days of schooling. Suggestions for introducing an YRE plan to the public include stressing the educational values inherent in the YRE concepts and avoiding large community meetings in the initial stages. (LMI)

ED 358 552 EA 024 991

State Education Department: School Districts Can Reduce Pupil Transportation Costs by Millions of Dollars Annually through Improved Contracting Procedures. Report 91-S-94.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Competition; *Contracts; *Cost Effectiveness; Elementary Secondary Education; School District Spending; State Action; State Departments of Education; *State Standards; *Student Transportation
IDENTIFIERS- *New York

Findings of an audit of the New York State Education Department's oversight of school-district transportation contracting practices are provided in this report. The primary purpose of the audit was to assess the extent to which district officials fostered a competitive environment when contracting for transportation services and the effectiveness with which department officials monitor and promote these practices. Administrative procedures of the State Department of Education and six school districts were audited for the period July 1, 1990, through May 31, 1991. Methodology included document analysis and interviews with department staff, school district officials, and senior officers of selected independent business companies. Findings indicate that the quality of contracting procedures varied by district. However, some district officials followed practices that tended to limit, rather than promote, competition among contractors. Questionable practices involved 1-year contracts, inadequate bidding periods, restrictive specifications, failure to stagger school starting and ending times, and inadequate monitoring of fuel consumption. In addition, department officials did not effectively control pupil transportation costs by failing to properly perform key oversight functions, to use accurate monitoring procedures, and to provide incentives for districts to economize. Nineteen recommendations are included. Appendices contain statements of department officials and the state comptroller's notes. (LMI)

ED 358 553 EA 024 992

State Education Department: Security over Pupil Evaluation Program and Program Evaluation Test Materials Needs Improvement. Report 91-S-2.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Educational Assessment; Elementary Secondary Education; *Guidelines; State Action; State Departments of Education; *State Standards; *Testing Problems; *Testing Programs
IDENTIFIERS- *New York

Findings of an audit of the New York State Education Department's procedures to maintain security over Pupil Evaluation Program result in improved pay, benefits, and working conditions for educators; the professionalization of teaching; improved school administration; diverse programming; increased parent involvement; and changes in teacher preparation programs. A conclusion is that public schools must undergo radical reform or become extinct, or at best, irrelevant. (Contains 24 references.) (LMI)

ED 358 572 EA 025 023

National Education Goals: South Dakota Progress Report.
PUB DATE- 30 Sep 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Private Schools; Public Schools; *State Action; *State Programs; *State Standards
IDENTIFIERS- Families First SD; National Education Goals 1990; *South Dakota

This second annual report identifies the specific progress made by South Dakota during 1991-92 toward achievement of the six National Education Goals. The state's objectives to achieve each of the six goals are outlined, as well as actions taken and proposals made. "Families First," a state initiative that focuses on strengthening the family structure, is also described. The program, which will positively affect all six National Education Goals, seeks to reform health care, restructure education, reinforce families, and redirect at-risk youth. One table, a statistical summary of the state's elementary and secondary schools, is included. (LMI)

ED 358 573 EA 025 027

Manzi, Nina; Urahn, Sue
Regional Education Organizations: The School District Perspective. A Research Report.
PUB DATE- Feb 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; *Delivery Systems; *Educational Cooperation; Elementary Secondary Education; *Human Services; Institutional Cooperation; Public Schools; *Regional Cooperation; *School Districts; Shared Resources and Services
IDENTIFIERS- *Minnesota

This report examines how Minnesota school districts use regional education organizations and how well the existing system of regional organizations serves school districts. Data were obtained from a survey of all 395 Minnesota school districts, of which 321, or a response rate of 81 percent, responded. The survey focused on issues surrounding school district membership in an education district or in one or more of three types of cooperative organizations: special education, secondary vocational, and telecommunications cooperatives. Findings indicate that: (1) there are a variety of regional education organizations available to Minnesota school districts; (2) there is extensive school district involvement in regional education organizations; (3) districts join primarily to obtain

*Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Services Administration

This paper addresses problems encountered by minorities in accessing the state/federal vocational rehabilitation (VR) system, how minorities have fared in the system, the lack of trained minorities in the VR counseling profession, and a comparison of private-for-profit and state/federal VR programs. Minorities considered include Blacks, Hispanic Americans, Asian Americans, and Native Americans. The paper concludes that minorities with disabilities are less likely than Whites with disabilities to be found eligible for state/federal services, are less likely to be rehabilitated, and are provided fewer opportunities for academic training. Eleven research, training, and policy recommendations are offered. A reaction to the paper by Madan M. Kundu cites studies showing that race is a predominant factor in rehabilitation outcome and offers recommendations for state/federal VR systems, rehabilitation counselor training programs, the Rehabilitation Services Administration, and the National Institute on Disability and Rehabilitation Research. The reaction paper contains a list of 19 references and 9 reference materials. A second reaction, by Eddie E. Glenn, calls for the Rehabilitation Services Administration to reexamine its traditional approach to increasing the awareness of, understanding of, acceptance of, utilization of, and commitment to VR services. (Contains 31 references.) (JDD)

ED 358 593   EC 302 154

Bedell, Frederick; And Others
Educational Needs of Minorities with Disabilities and Reactions.
PUB DATE- May 92
NOTE- 19p.; In: Wright, Tennyson J., Ed.; Leung, Paul, Ed. The Unique Needs of Minorities with Disabilities: Setting an Agenda for the Future. Conference Proceedings (Jackson, Mississippi, May 6-7, 1992); see EC 302 145.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Curriculum Development; Delivery Systems; Educational Change; Educational Methods; *Educational Needs; Educational Policy; Elementary Secondary Education; *Language Handicaps; *Mainstreaming; *Minority Groups; Multicultural Education; Special Education; *Student Placement

This paper by a public school teacher and elected official with 32 years' experience in public education discusses the placement of minority students and service delivery to minorities in special education programs in public school systems. The paper argues that various school practices often cause a disproportionate placement of minorities in special education programs and that a number of societal factors make the problems of at-risk minority students even more difficult and unpredictable. In addition, the demographic revolution of the past decade has brought about a degree of linguistic and cultural diversity that profoundly influences the country's social institutions. Schools are ill-equipped to deal with language minority students because of inadequate teacher training or inappropriate curricula, and, as a consequence, those students are placed in a special education programming track, as are many minority youngsters at-risk for other reasons, such as low self-esteem, peer pressure, inappropriate curricula, negative home environment, and, in some cases, a hostile school climate. It is proposed, however, that general

Cover title is: "Childhood Lead Poisoning Prevention Plan."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Clinical Diagnosis; Incidence; *Intervention; *Lead Poisoning; *Mental Retardation; *Prevention; Program Development; Public Health; Screening Tests; State Legislation; State Programs; *Statewide Planning; *Strategic Planning; Young Children
IDENTIFIERS- *Illinois

The severity of the silent epidemic of lead poisoning and its long range effects on young children in impairment of intellectual ability, short-term memory, concentration, and reaction time have been recognized. A 3-year strategic plan for preventing childhood lead poisoning in Illinois was developed by a planning committee working through four subcommittees in the areas of legislation; outreach, education, and screening; medical management and treatment; and environmental issues. The plan's outcome objectives include: (1) 75 percent of children at high risk statewide will receive an annual lead screening test; (2) all children identified with an elevated blood lead level of 25 micrograms per deciliter (mcg/dl) of blood and higher will be referred for diagnosis and treatment of lead poisoning; (3) all children identified with an elevated blood lead level of less than 25 mcg/dl and more than 10 mcg/dl will be referred for preventive lead poisoning programming; and (4) lead hazards will be abated in all environments in which children are found to have an elevated blood lead level of 25 mcg/dl or higher. Activities required to implement these objectives are outlined. Appendices contain a list of Strategic Planning Committee members, a reprint of the Illinois Lead Poisoning Prevention Act, and provide data on estimated number and percent of children with elevated blood lead levels by county/city. (JDD)

ED 358 611 EC 302 173

Guidelines for the Detection and Management of Lead Poisoning for Physicians and Health Care Providers.
PUB DATE- Apr 92
NOTE- 43p.; Produced by the Illinois Childhood Lead Poisoning Prevention Program. For related documents, see EC 302 172-174.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; *Clinical Diagnosis; Incidence; *Intervention; *Lead Poisoning; *Medical Evaluation; *Medical Services; *Mental Retardation; Prevention; Public Health; Screening Tests; Standards; State Programs
IDENTIFIERS- *Illinois

These Illinois guidelines provide information on the medical management and treatment of children with lead poisoning, based on Federal guidelines (revised in 1991) for determining lead poisoning at lower levels. The guidelines outline the effects of lead poisoning, sources of lead, estimated incidence of lead poisoning in Illinois, screening guidelines, risk factors, diagnostic guidelines, medical management, treatment and follow up, and the role of the Illinois Department of Public Health, and community intervention. Appendixes provide procedures for specimen collection, a questionnaire to determine risk, a the quality of special education programs so that teachers are not reluctant to refer girls. (Contains 86 references.) (DB)

ED 358 632 EC 302 195

Pawlisch, Juanita S.; Brittingham, Kenneth V.
Wisconsin State Program Plan, Fiscal Years 1993-1995: Individuals with Disabilities Education Act Part B.
PUB DATE- Mar 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); Confidentiality; Delivery Systems; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Financial Support; Legal Responsibility; Policy Formation; *Special Education; Staff Development; State Legislation; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *Wisconsin

This state plan is an application for funds under Part B of the Individuals with Disabilities Education Act (IDEA). This application contains Wisconsin's policies and procedures for complying with the requirements contained in IDEA regulations and the applicable Education Department General Administrative Regulations (EDGAR). This application will be in effect for 3 fiscal years, FY 1993, FY 1994, and FY 1995. The document begins with submission statements and certifications and then goes on to address substantive requirements. Specifically reported are Wisconsin policies, procedures, and programs in the following areas: the right to education policy statement, the full educational opportunities goal, child identification, individualized education programs, procedural safeguards, confidentiality of personally identifiable information, least restrictive environment, protection in evaluation procedures, responsibility of the state educational agency, the comprehensive system of personnel development, private schools, recovery of funds for misclassified children, notice and opportunity for hearing on application, annual evaluation, use of Part B funds, interagency agreements, and personnel standards. Each area is addressed in terms of Wisconsin requirements and references to both IDEA and state law. Correspondence and various supporting documents are attached. Also attached is an analysis of the state plan by the federal Office of Special Education Programs. (DB)

ED 358 633 EC 302 196

Campbell, Patrick; And Others
Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 1,404p.; For selected sections of the report, see EC 302 197-200. Some reprinted materials in the appendixes have several reproduction problems.
LANGUAGE- English
EDRS Price- MF11/PC57 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; Administrator Responsibility; Administrator Role; *Disabilities; Elementary Secondary Education; *Evaluation Methods; School Districts; *Special Education; *Standards

Intended to assist local school districts in developing personnel standards and evaluation procedures for district-level special education administrators, this document begins by summarizing aspects of the evaluation of special education administrators. The document is then organized into areas of responsibility, with corresponding outcomes and specific evaluation statements for each area. Responsibility areas were developed from a review of the literature and evaluation documents, and include the following: advocacy; policy and planning; leadership; compliance management; fiscal management; human resources management; curriculum, instruction, and related services; community relations; improving the educational process; and promoting growth/self actualization. Responsibility areas generally include 2 to 5 outcomes and 3 to 10 evaluation statements. A sample evaluation format is also included. (Contains 8 references.) (DB)

ED 358 650 EC 302 214

Elliott, Barbara; Riddle, Margaret
An Effective Interface between Regular & Special Education: A Synopsis of Issues and Successful Practices. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Demonstration Programs; *Disabilities; *Educational Change; Educational Cooperation; *Educational Practices; Elementary Secondary Education; Financial Support; Intervention; Mainstreaming; Program Evaluation; Referral; *Regular and Special Education Relationship; School Administration; *School Restructuring; Special Education; Staff Development
IDENTIFIERS- *Teacher Cooperation

This information packet attempts to identify issues in the interface between special and regular education and to highlight positive examples of regular education/special education cooperative action. A discussion of issues in the regular/special education relationship focuses on role relationships between regular and special education administrators at both the building and central office levels and notes the lack of consensus concerning role changes. The next section presents a rationale for restructuring regular and special education into a more unified educational system and identifies major issues which cluster around categorization, mainstreaming, instructional practices, and funding. Principles of developing an ideal interface between the two systems are identified, focusing on leadership and a shared commitment to education of students with disabilities. The remainder of the paper examines 10 sets of examplary practices selected from sites nationwide. The practices fall into five areas: (1) identification, (2) referral, (3) instruction/intervention, (4) Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Modification; Communication Skills; Computer Assisted Instruction; Educational Methods; *Educational Practices; Educational Research; Elementary School Students; Elementary Secondary Education; Feedback; Interpersonal Competence; *Mental Retardation; Mild Mental Retardation; Moderate Mental Retardation; Research Problems; Secondary School Students; Severe Mental Retardation; Social Integration; *Teaching Methods; *Theory Practice Relationship; Verbal Development

This collection of papers presents strategies for teaching students with mental retardation. An introduction by Robert A. Gable and Steven F. Warren titled "The Enduring Value of Instructional Research" reviews problems besetting special education instructional research and outlines the papers' approach to the field from both an empirical research perspective and a practical, field-oriented viewpoint. Part I then presents four content papers followed by a commentary paper, devoted to strategies for teaching students with mild disabilities. The papers are: "Engagement and Performance Feedback: Enhancing the Classroom Achievement of Students with Mild Mental Disabilities" (Jo M. Hendrickson and Alan R. Frank); "Computer Applications in the Schools for Students with Mild Disabilities: Computer-Assisted Instruction and Computer-Managed Instruction" (Lynn S. Fuchs and Rose M. Allinder); "Social Skills: Review and Implications for Instruction for Students with Mild Mental Retardation" (Lori Korinek and Edward A. Polloway); "Using Cognitive-Behavioral Techniques To Improve Classroom Performance of Students with Mild Mental Retardation" (John Wills Lloyd and others); and "Teaching Students with Mild Mental Retardation" (Thomas E. Scruggs and Margo A. Mastropieri). Section II focuses on strategies for teaching students with more severe levels of mental retardation. It contains the following papers: "Research Basis of Instructional Procedures To Promote Social Interaction and Integration" (Thomas G. Haring); "Massed Trials Revisited: Appropriate Applications in Functional Skill Training" (Linda M. Bambara and Steven F. Warren); "Establishing Spontaneous Verbal Behavior" (Jeff Sigafoos and Joe Reichle); "Applying Contextual Features of General Case Instruction and Interactive Routines To Enhance Communication Skills" (James W. Halle and others); and "Commentary: Policy and Procedure, As Always" (Donald M. Baer). (JDD)

ED 358 668 EC 302 232

Green, James E.

Evaluation of a Holistic Method for Identifying Pupils for State Academies for the Academically Gifted.

PUB DATE- 92

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Ability Identification; Academic Achievement; *Academically Gifted; Academic Aptitude; Competitive Selection; *Equal Education; *Evaluation Criteria; Evaluation Methods; High Schools; High School Students; *Holistic Approach; Models; Predictor Variables; Selective Admission; Special Schools; *Student Evaluation; Student Records

IDENTIFIERS- *Indiana Academy for Science Math and Humanities

This study outlines and evaluates the admissions policies and situations, would not be acceptable in the written medium: the established conventions of the written medium are not adequately equipped to convey the phonological subtleties and undertones of speech. Novelists use dialogue to imitate or mirror reality, but writing carries with it such different expectations and alternative realizations than speech and, as a consequence, fictional dialogue is necessarily different from spoken discourse. This article uses phasal analysis, i.e. the study of simultaneous, ideational, and interpersonal and textual encodings in text, to compare casual conversation and fictional dialogue to examine how prominent Canadian authors have selectively condensed the essence of real talk to create the illusion of authenticity. Phasal analysis also shows how dialogue is organized beyond the sentence, and structured even beyond the graphological conventions with which authors generally comply. (Contains 20 references.) (JL)

ED 358 690 FL 020 837

Akindele, Femi
Dialogue and Discourse in a Nigerian English Fiction.
PUB DATE- 91
NOTE- 21p.; In: Ventola, Eija, Ed. Approaches to the Analysis of Literary Discourse. Finland, Abo Academy Press, 1991. p63-81; see FL 020 834.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Cultural Influences; *Discourse Analysis; *Fiction; Foreign Countries; Interaction; Literary Criticism; Literary Styles; Prose; *Social Influences
IDENTIFIERS- *English (Nigerian); *Nigeria

Although many studies have been undertaken by literary critics and stylisticians on African English literary texts generally and Nigerian English prose fiction specifically, there has been little or no analysis of dialogue and discourse in such texts. An examination of the phenomenon of speech as manifested in conversational pieces in Nigerian English prose fiction may not only enhance further interpretation of the text but may also point to the organization of social interaction among Nigerians; particularly as Nigerian English literary texts express indigenous culture and world views. In this article, the function of dialogues in the overall development of Nigerian English prose fiction is explored and an attempt is made to see whether the fictionalized dialogues have relevance for discourse realities within the Nigerian social system. In addition to providing an overview of the major characters and themes of Nigerian fiction, this analysis of an Igbo English literary text seems to support the hypothesis that Nigerian English discourse structure in literary texts is to some extent governed by socio-cultural factors (such as age and achievement) present in the society itself. (Contains 30 references.) (JL)

ED 358 691 FL 020 838

Lavid, Julia
Semantic Options in the Transitivity System: An Example of Textual Analysis.
PUB DATE- 91
NOTE- 14p.; In: Ventola, Eija, Ed. Approaches to the Analysis of Literary Discourse. Finland, Abo Academy Press, 1991. p83-94; see FL 020 834.
LANGUAGE- English

Finishing; Job Skills; Metals; *Metal Working; Occupational Information; Outcomes of Education; Patternmaking; Postsecondary Education; Professional Development; Program Guides; Secondary Education; Services; *Vocational Education; Welding
IDENTIFIERS- *Florida

This guide identifies considerations in the organization, operation, and evaluation of secondary and postsecondary vocational education programs. It contains both a vocational program guide and Career Merit Achievement Plan (Career MAP) for precision metal fabrication. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability; suggested equipment list; and professional development (technical updating and teacher standards and related professional organizations and support services). The 13 intended outcomes establish students' proficiency in the following: basic metal fabrication skills; read plans and drawings; measuring and layout operations; describe metals and their properties; operate metalworking machines; metal fabrication operations; gas welding and cutting operations; electric metal-bonding operations; assembly operation; apply geometric form and position control; organize and plan work; practice employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 13 student outcomes. (NLA)

ED 358 241 CE 061 910

Metal Fabrication. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blueprints; Curriculum Design; Employment Potential; Entrepreneurship; Equipment Maintenance; Job Skills; Machine Tools; Metals; *Metal Working; Occupational Information; Outcomes of Education; Patternmaking; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Secondary Education; Services; *Vocational Education; Welding
IDENTIFIERS- *Florida

This guide identifies considerations in the organization, operation, and evaluation of secondary and postsecondary vocational education programs. It contains both a vocational program guide and Career Merit Achievement Plan (Career MAP) for metal fabrication. The guide contains the following sections: occupational description; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources (student reference materials, service manuals, and periodicals); facility design recommendations and safety, maintenance, and liability; suggested equipment list; and professional development (technical updating and teacher standards and related professional organizations and support

Performance Testing Manual and Workbook for Vocational Education Administrators and Teachers.
PUB DATE- Apr 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Interrater Reliability; *Performance Tests; Postsecondary Education; Scoring; Secondary Education; Task Analysis; *Teacher Made Tests; *Test Construction; Test Content; Test Format; *Test Interpretation; Test Norms; Test Reliability; Test Use; Test Validity; *Vocational Education; Work Sample Tests

This packet contains a manual and a workbook for developing performance tests in vocational education. The manual gives an in-depth description of how to develop, score, and use performance tests. It includes the following sections: definitions of performance testing, steps in developing a performance test, selecting a performance development committee, determining what should be tested, developing a test blueprint, developing the test, training the raters, pilot testing the instrument, determining reliability and validity, setting cut scores, and reducing errors and other issues. An example of how to develop a performance test is provided along with an actual student exercise. Appendixes provide technical information on evaluation methods, including the correlation coefficient, the Phi coefficient, and Cohen's kappa. The workbook is an abbreviated reference source that can serve as a working document for use with committees during performance test development activities. It provides step-by-step directions for implementing the information provided in the manual. Appendixes contain the following: task analysis, a test blueprint form, performance test scoring systems (checklist and rating scale), and a sample performance test item. A 21-item glossary is also included. (Contains 16 selected references.) (KC)

ED 358 259 CE 063 776

Cowan, David
INSIGHTS: A Self and Career Awareness Program for the Elementary Grades. Training Facilitator's Manual for Use in Training Educators in the Implementation of the INSIGHTS Program.
PUB DATE- 90
NOTE- 218p.; For a related document, see ED 346 363.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Career Awareness; Career Exploration; Career Planning; *Classroom Techniques; Competence; Competency Based Education; *Discussion (Teaching Technique); Educational Practices; Elementary Education; Guidelines; Learning Activities; Learning Modules; *Program Implementation; *Self Concept; *Self Esteem; Workbooks
IDENTIFIERS- *INSIGHTS Program FL

This training facilitator's manual is intended to train individuals in implementing the Insights program for self- and document/article author(s), publisher, publication date, special comments regarding document/article availability, document price, abstract, and ERIC descriptors and identifiers. (MN)

ED 358 277 CE 063 801

Vetter, Louise; Drier, Harry, Ed.
Equity Evaluation: A Methods Guidebook. Methods of Measuring the Effects of Staff Efforts To Reduce Sex Equity Bias, and Stereotyping in Public Education. Equity Report 103.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 109p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Displaced Homemakers; Educational Legislation; *Equal Education; *Evaluation Criteria; *Evaluation Methods; Federal Legislation; Guidelines; Inservice Teacher Education; One Parent Family; Postsecondary Education; Pregnant Students; *Program Evaluation; Public Education; Resource Materials; Secondary Education; *Sex Fairness; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This guidebook outlines specific methods of measuring the effects of staff efforts to reduce sex equity bias and stereotyping in vocational education programs as stipulated by the 1990 Perkins Act. Following an introduction, chapter 2 covers the requirements of the 1990 Perkins Act regarding sex equity programs and vocational education programs for single parents, displaced homemakers, and single pregnant women. The process of evaluating vocational education sex equity programs, including the use of sex equity core standards and performance measures, is examined in Chapter 3. Chapter 4 presents a series of sample tools (checklists, quizzes, a rating scale, group activity, and barrier identification and action planning tool) for vocational educators to use in planning and/or evaluating sex equity programs. Chapter 5 details a possible local training workshop for training vocational educators in evaluating sex equity programs and presents an action plan for assessing outcomes. Chapter 6 is an annotated listing of 13 evaluation resources. Included in the guide's three appendixes are a list of state personnel responsible for sex equity, pertinent excerpts from the final regulations for the 1990 Perkins Act, and an overview of postsecondary measures and standards. Twenty-one exhibits and 27 references are provided. (MN)

ED 358 278 CE 063 802

Stovall, Pat Weeks; Teddlie, Jessie
Student's Guide to Bias-Free Career Planning: Opening All Options. Equity Report 104.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 40p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

and Employment in Germany, Japan, and the USA--A Comparative Outline of Problems" (Joachim Munch); "Initial Vocational Training in France: Competition, Hierarchy, and History" (Jean-Louis Kirsch); "Secondary Training in Portugal" (Luis Imaginario); "Initial Vocational Education in the Netherlands: Current Developments" (J. Frietman); "Initial Technical and Vocational Education and Skill Formation in Britain" (David Ashton); "Brief Analysis of the Types of Vocational Training Available in Portugal" (E. Marcal Grilo); "The Reform of Vocational Training in Denmark" (Soren Pedersen); "A School in Touch with Its Environment" (Lluis Sacrest i Villegas); "Management Training for Head Teachers Based on Business Models" (Renato Di Nubila); and "Recognition and Validation of Vocational Skills in France" (Bernard Lietard). These articles are followed by descriptions of reports, papers, projects, research, and legislation and useful addresses. (YLB)

ED 358 296 CE 063 825

Friedlander, Daniel; And Others
GAIN: Two-Year Impacts in Six Counties. California's Greater Avenues for Independence Program.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- May 93
NOTE- 276p.; For related documents, see ED 308 297-298 and ED 345 089.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Economically Disadvantaged; Followup Studies; Job Placement; Job Search Methods; Job Training; One Parent Family; *Program Effectiveness; Program Evaluation; *State Programs; Statewide Planning; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *California; *Greater Avenues for Independence

An evaluation was conducted of the effectiveness of California's Greater Avenues for Independence (GAIN) Program, a statewide initiative aimed at increasing the employment and self-sufficiency of recipients of Aid to Families with Dependent Children. Based on 2 years of follow-up data for 33,000 people who entered GAIN between early 1988 and mid-1990, the study explored the program's effects on employment, earnings, and welfare receipt and updated the 1-year results of an earlier study. The findings revealed a number of positive trends. For single parents, who represented about two-thirds of the welfare applicants and recipients in the study, the earnings gains and welfare savings that GAIN produced in the first year of follow-up grew stronger in the second year. For the heads of two-parent families, the second-year impacts on these two measures approximately equaled those for the first year. Although the results varied considerably across the six counties studied, five of the six produced modest-to-large earnings gains or welfare savings (or both) over the entire 2-year period. In addition, some counties showed substantial effects across a number of subgroups of welfare recipients, including long-term recipients. (Twenty-eight tables and nine figures are provided. Appendixes contain 19 supplemental tables and a supplemental figure. Contains 14 references.) (YLB)

ED 358 297 CE 063 826

Bloom, Evan; Reed, Sue

NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Costs; *Day Care; Economic Factors; *Employed Women; Employment; Family Structure; Labor Force Development; *Labor Supply; Participation; *Work Attitudes

A study focused on how child care costs may restrict women's employment prospects, in terms of their current employment status and the amount of time they spend in paid work. It compared the effects of four dimensions of child care costs on women's labor supply: market price of care within a local area, amount of money parents spend on child care, women's perceptions of the price of substitute care, and availability of relatives for providing child care. The analysis used the most up-to-date nationally representative data on child care--National Child Care Survey 1990 and A Profile of Child Care Settings Study--in conjunction with a contextual file of county-level information. The sample consisted of 2,241 mothers with a child under age 5 and 1,739 mothers with a child aged 5-12. Logistic regression models estimated how various indicators of price of care, availability of relatives, human capital factors, family characteristics, and local economic and social conditions affected likelihood of women's employment. Tobit analyses evaluated how the same set of explanatory factors influenced the number of hours that women spend in paid work. Findings were as follows: the effects of child care price on women's labor supply were sensitive to measurement of price; women's perceptions about the price of child care were powerful determinants of their labor force participation; and the presence of other adults in the household and availability of relatives encouraged women's employment. (Contains 26 references and 7 companion studies.) (YLB)

ED 358 317 CE 063 863

Wirth, Arthur G.
Education and Work for the Year 2000: Choices We Face. The Jossey-Bass Education Series.
PUB DATE- 92
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Abstract Reasoning; *Change Strategies; Computer Uses in Education; *Educational Change; Educational Objectives; *Education Work Relationship; Information Utilization; Job Training; *Labor Force Development; Labor Supply; *Organizational Change; Postsecondary Education; School Restructuring; Science Education; Secondary Education; *Technological Advancement; Vocational Education
IDENTIFIERS- *Symbolic Analysis

In view of the complex changes going on in work and schooling in the United States, organizational innovations are necessary if both institutions are to regain their competitive edge. The nation is pulled by two value traditions: a bureaucratic, centralized control tradition versus the tradition of democratic ideals. The centralized control pressures of test score accountability have debilitating effects on teachers. Meanwhile, key segments of industry have relinquished the controls of scientific management and moved toward a participative, democratic, sociotechnical design of work. The effective Japanese model is grounded in a Japanese culture that cannot be transferred to this country. According to Zuboff, the

ED 358 333 CE 063 900

Education Goals and Standards. Hearing on Examining the Need To Improve National Education Standards and Job Training Opportunities. Committee on Labor and Human Resources, United States Senate, One Hundred Third Congress, First Session.
PUB DATE- 24 Feb 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Improvement; *Educational Needs; Educational Objectives; Education Work Relationship; Elementary Secondary Education; *Futures (of Society); Hearings; *Labor Force Development; Labor Needs; Postsecondary Education; *Standards; *Technical Education
IDENTIFIERS- Congress 103rd

This document contains written and oral statements from 11 U.S. Senators and the Secretaries of Education and Labor concerning the need to improve education standards and job training opportunities for youth. According to the witnesses, legislation has been introduced that will begin such changes, and boards will be set up to establish standards of what students should know. Testimony stressed that a more rigorous curriculum is needed than would have been true a generation ago, since jobs now require higher-level skills. It was noted that other countries have technical-level degrees between high school and college that allow workers to get high-paying jobs. The United States should also develop such a system of technical training and a credential that employers would recognize. Continually stressed was the need to make greater efforts to meet the needs of children early, and to create a technically trained work force. (KC)

ED 358 334 CE 063 904

Locklear, Eddie L.
CareerSmarts. 4-H Mentoring Program. Agent's Handbook. Mentor's Handbook. Protege's Handbook.
PUB DATE- Apr 91
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; *Education Work Relationship; *Mentors; *Program Implementation; *School Business Relationship; Secondary Education; *Student Organizations
IDENTIFIERS- *4 H Programs

The North Carolina 4-H CareerSmarts Program is designed to unite the public and private sectors to provide career education for young people. This packet contains three handbooks (for agents, proteges, and mentors) that explain the program and outline practical ways to conduct it. CareerSmarts consists of three phases. Phase one is conducted during school using a curriculum consisting of 10 preemployment booklets and a teacher's guide to help participants learn about the working world and how to seek, obtain, and keep jobs. In phase two, students take part in a week-long activity that acquaints them with the world of work. Phase three is designed to build a mentoring relationship, allowing each youth participant an opportunity to environmental horticulture in school districts, area vocational centers, and community colleges. The following topics are covered: program content and structure (job titles and curriculum framework and student performance standards); facilities (design criteria, shop and laboratory, suggested equipment and supplies, classroom, and safety); program implementation (agriculture enhancement teaching-learning plans, student learning guide, and student organization participation); professional considerations (teacher certification and professional organizations and support services); and instructional resources (sources of print and audiovisual materials and software and teacher-recommended materials). Sample teaching-learning plans, a sample student learning guide, and sample related math exercises for environmental horticulture are appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a environmental horticulture program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the environmental horticulture skills and work environment readiness skills covered in the environmental horticulture program. (MN)

ED 358 351   CE 063 931

Fashion Marketing. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
  Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Clothing; Community
  Colleges; Competency Based Education; *Distributive Education;
  Educational Equipment; Educational Facilities; Evaluation
  Criteria; Fashion Industry; *Instructional Materials;
  Marketing; Material Development; Postsecondary Education;
  Professional Development; Program Administration; Program
  Content; *Program Development; Program Evaluation; Program
  Guides; *Program Implementation; *Sales Occupations; Secondary
  Education; Student Evaluation; Teacher Qualifications; Test
  Items
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in fashion marketing in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job duties of wholesale and retail clothing salespersons and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); personnel considerations (the student learning guide, student organization participation, teacher certification, and professional organizations and support services); and instructional resources (sources of print and audiovisual materials and software, teacher-recommended materials, and periodicals). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a fashion marketing program is packaged with the

following 11 categories: (1) career development; (2) education for employment; (3) equity issues and sex role stereotyping; (4) health and wellness (contraception; drugs, alcohol, and tobacco; healthy baby and child; pregnancy prevention; sexual harassment; sexually transmitted diseases; and stress management); (5) learning skills; (6) life skills management; (7) mentoring; (8) parenting and child development; (9) self-esteem; (10) teen parent advocacy and program design; and (11) teen parenting. (KC)

ED 358 369 CE 063 986

Bridging the Gap: Implementing School-to-Work Transition in Austin, Texas. Policy Research Project Report Number 103.
PUB DATE- 93
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Education; Cooperative Programs; *Educational Improvement; *Education Work Relationship; *Employment Potential; High Schools; Institutional Cooperation; *Job Skills; Models; *Program Development; School Business Relationship; School Community Relationship
IDENTIFIERS- *Austin Independent School District TX

Recognizing the difficult time most youths face in finding a good job after high school graduation, the Austin (Texas) Independent School District developed strategies to improve the transition. A high level of collaborative activity was already underway in Austin between the school district and the community, but most programs had been started without linkage to each other or to the curriculum or instructional practices. Recommendations were made to design a system that would do the following: (1) improve career foundations (enhanced basic skills, thinking skills, personal traits, and career awareness and exploration for all youth; to develop learning and training records and career passports to document and signal career foundations, achievements, and experience); and (2) develop learning and training paths from high school into career opportunities in the workplace. Key principles underlying this strategy are to improve communication between industry and school personnel and to link work opportunities to effort and achievement in school, thereby strengthening incentives for students to learn. A proposal was made to implement the program with one school feeder school system in the district as a model. (Contains 189 references.) (KC)

ED 358 370 CE 063 987

Gates, Jane Potter
Educational and Training Opportunities in Sustainable Agriculture. 5th Edition.
PUB DATE- Nov 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Educational Opportunities; Environmental Standards; *Farm Management; Job Training; Pesticides; Pests; Postsecondary Education; Program Implementation; Research; Resources; Vocational Education
IDENTIFIERS- *Organic Farming; *Sustainable Agriculture

NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Alcohol Abuse; At Risk Persons; Drinking; Drug Abuse; High Schools; *High School Students; Injuries; Nutrition; Physical Activities; *Risk; Sexuality; Smoking; *Student Attitudes; *Student Behavior

This report contains data from the 1991 Youth Risk Behavior Survey, administered to 1,440 high school students throughout Wisconsin. Included are data on the prevalence of injuries; drug use; sexual behaviors; dietary behaviors; and physical activity. The results revealed that over 80% of students rarely or never wear bicycle helmets and 50% inconsistently wear seatbelts; over 20% of students drank five or more drinks of alcohol within a couple of hours, on two or more days in the past month; 20% of students smoked cigarettes on at least 10 of the last 30 days; over 20% of students and 37% of male students carried a weapon during the past month; 30% of students considered attempting suicide during the past year; nearly 50% of all students were involved in a physical fight during the past year; nearly 50% of all seniors had had sexual intercourse at or before age 16 and 45% of sexually active students did not use a condom during their last sexual intercourse; one in six sexually active students used no birth control method during their last sexual intercourse; and 48% of female students and 25% of male students considered themselves overweight. Results of a human immonudeficiency virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) prevention education survey also are reported which showed that 70% of Wisconsin public schools provided HIV prevention education and health education in grades seven and eight. Contains 33 references. (NB)

ED 358 389 CG 024 879

Smith, Roy
Stressors Affecting Children of African-American Stepfamilies.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Family; *Children; *Coping; *Stepfamily; *Stress Variables
IDENTIFIERS- African Americans

This paper reviews the literature related to stepfamilies in general, focusing on the stressors that affect the children of White, middle-class stepfamilies; the related consequences of the stressors; and strategies to cope with the impact of the stressors. Following this general review, the paper focuses on the identified stressors which affect children of African American stepfamilies, looking at the impact of "mundane extreme environmental stress" or, in the case of African American stepchildren, the impact of enduring racial prejudice on a daily basis as an added stress to the African American child in a stepfamily. It is suggested that stepfamily members set realistic expectations of themselves, that they take advantage of the opportunity to develop new relationships within the family, and that stepparents make an effort to understand their children's feelings and concerns. It is noted that the development of courteous relations with the ex-spouse facilitates the management of the sharing of children's time and results in fewer problems for all the parties involved, and

Clues to a neurological cause of dyslexia may lie in the region of the corpus callosum. Heredity may also be a factor. Diagnosis of dyslexia usually begins when a parent or teacher notices reading or comprehension failure. The most widely used remedial method is the Orton-Gillingham technique, which uses a simultaneous association of visual, auditory, and kinesthetic language stimuli. Remediation can build self esteem and aid in using the special talents that are integral to the dyslexic's unique way of looking at the world. (Contains 20 references.) (RS)

ED 358 410   CS 011 303

Jaeger, Michael; Lauritzen, Carol
The Construction of Meaning from Experience.
PUB DATE- 23 Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; Elementary Secondary Education; Higher Education; *Learning Processes; Lesson Plans; Models; *Prior Learning; Self Motivation; Teacher Role
IDENTIFIERS- *Knowledge Acquisition

Constructivists view thinking and learning differently from other learning theorists: they believe that learners do not acquire knowledge that is transmitted to them; rather, learners construct knowledge through intellectual activity. Sharp contrasts exist between a "transmission" model of instruction and the constructivist perspective. The transmission model is teacher directed, ignores prior knowledge, depends on external motivation, and involves isolated skill teaching. The constructivist perspective offers student directed learning, uses prior knowledge of students, generates knowledge, offers students intrinsic motivation, and capitalizes on context. Tenets of a constructivist perspective include: (1) learners come to school with a wealth of prior knowledge; (2) learners make meaning of their world by logically linking pieces of knowledge, communication, and experiences; (3) these belief systems are often incomplete explanations or misconceptions; (4) learners hold to their belief systems and are resistant to change; (5) direct instruction is unlikely to change belief systems; (6) learning takes place when confrontation with new experience yields dissonance; (7) a social context facilitates these processes; and (8) learning takes place best in a meaningful context. From the constructivist perspective, the role of the teacher becomes one of facilitating, guiding, and coaching. (A figure representing an "objectivist" lesson plan, and a figure contrasting the constructivist and transmission models are included. (Contains 22 references.) (RS)

ED 358 411   CS 011 307

Caravati, Nancy
A Case Study of the Implementation of Reading Recovery with a First Grade Student.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Mayers, Pamela M.
Experiencing a Novel: The Thoughts, Feelings, and Motivation of Adolescent Readers.
PUB DATE- 93
NOTE- 346p.; Ed.D. Thesis, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adolescent Literature; Case Studies; Grade 8; Junior High Schools; *Junior High School Students; *Literature Appreciation; Novels; *Reader Response; Reading Research; Research Methodology; *Student Attitudes; Student Motivation; Student Reaction
IDENTIFIERS- Good Night Mr Tom; Reading Logs; *Response to Literature

A study described the experience, or thoughts, feelings, and motivation of young adolescents reading a novel, with special attention focused on how and when students experience reading positively. Subjects, 24 eighth-grade students of above average reading ability, completed 13 log entries while reading "Good-Night, Mr. Tom," a novel about a boy who comes into his own. Quantitative data included the log entry responses to open-ended questions and a set of semantic differential scales, based on the Experiential Sampling Methodology (ESM). Qualitative data included all responses on the log entries of three case study subjects, as well as their summaries of the novel, reactions to completing the log entries, home reading backgrounds, and oral interviews. Results indicated that most students enjoyed the novel, particularly during the latter half when their moods reflected what was happening in the story. Case study data articulates the uniqueness of the students' responses. Further, dimensions of the case study students' personalities and preoccupations were revealed through their reading experience. Findings suggest that teachers can benefit their students by incorporating into the curriculum activities that encourage their students' personal expression while reading literature. Findings also suggest that the ESM as a method for tapping into the ongoing literary experience provides a useful insight into the intrinsic motivation of young readers. (One table and 70 figures of data are included; 60 references, survey instruments and reading log forms, guidelines, an overview of data analysis, and distribution of data sources are attached.) (RS)

ED 358 434   CS 011 332

Johns, Jerry; And Others
Adult Literacy: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 70.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 6p.; For an earlier FAST Bib on this topic, see ED 307 579.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; *Adults; Annotated Bibliographies; Computer Uses in Education; *Learning Strategies; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Reading Uses

Adult literacy is an integral part of today's educational movement and will continue to be a focus as changing needs of interpretations out of the stories they chose. Practice in developing their narrative abilities contributes to students' ability to develop critical insights. It helps them bridge the gap between their own stories and those of recognized authors. (SAM)

ED 358 452 CS 213 853

Boardman, Kathleen
A Usable Past: Functions of Stories among New TA's.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; Educational Research; *Graduate Students; Higher Education; Instructional Innovation; *Story Telling; Teaching (Occupation); *Teaching Assistants; *Teaching Experience; Theory Practice Relationship

A four-month participant-observation study of new teaching assistants examined what happens when "teaching stories" are taken from the margins and placed at the center of a teacher preparation program. New teaching assistants participated in a week-long presemester orientation, took a one-semester Theory and Practice seminar, and enrolled in a one-credit practicum. During the orientation, experienced teachers modeled and told stories about their own classroom practice. Teaching assistants kept weekly journals of their teaching experiences and met once a week with a faculty member to tell stories about what was happening in their classrooms. Results indicated that teaching assistants struggled with at least three problems: (1) some were skeptical about the validity and reliability of the local knowledge represented by stories; (2) some became cynical because they perceived that certain kinds of stories were being endorsed over others; and (3) some worried that they lacked control of the meanings and uses of their stories. Two reasons emerged as to why stress and ambivalence remained over the use of such stories even when they were authorized within a program: teaching assistants may have been confused about whether they were subjects or objects of their own stories, and about what counts as disciplinary knowledge. Findings suggest that authorizing stories in a teacher preparation program introduces difficult new issues of authority and credibility. (RS)

ED 358 453 CS 213 854

Ingham, Zita
Rhetoric of Writing Instruction: Learning from Creative Writing "How-To" Books.
PUB DATE- 25 Jun 93
NOTE- 9p.; Paper presented at the Wyoming Conference on English (Laramie, WY, June 25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Creative Writing; Creativity; Higher Education; *Textbook Content; Writing Exercises;

Huff, Linda
The Voice of a Composition Person in the Midst of Disciplinary Diversity.
PUB DATE- 1 Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Writing; *English Departments; Graduate Students; Higher Education; Literary Styles; Professional Development; Teaching Assistants; Writing (Composition)
IDENTIFIERS- *Composition Theory; Discourse Communities

A graduate student who was the only composition person in a two semester teaching seminar experienced the dilemma of defining and establishing that identity in the midst of a classroom struggle between cultural studies and literary theorists on one side and creative writers on the other. The factious teaching seminar mirrored the fact that English departments are becoming more theory-centered and that composition specialists must identify those ideological pedagogies they uphold in their classrooms. The seminar of new teaching assistants engaged in clearly dichotomous conversations: those using ideological language occupied one camp and those using writerly language occupied another. As she struggled to find her own voice within this din of competing discourses born of disciplinary diversity, the composition person began to develop a pedagogical stance that cultivates student recognition and utilization of the power of language through teaching practices based on concepts of authority and authorship. This teacher's perception of herself as someone who writes, as well as her teacherly intuition about the practicality of concentrating on students and the writing they produce led her to appreciate and adopt the more writerly language spoken by the creative writers. (SAM)

ED 358 472 CS 213 879

DeVito, Angela, Ed.; Medine, Peter, Ed.
Questions for the Study and Teaching of Shakespeare and Milton.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC. Div. of Education Programs.
PUB DATE- 91
NOTE- 63p.; Material developed at the NEH Shakespeare-Milton Institute, University of Arizona, 1991.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - General (020)
DESCRIPTORS- Drama; *English Literature; Higher Education; *Literary Criticism; Literary Devices; Poetry; Study Guides
IDENTIFIERS- *Milton (John); *Shakespeare (William)

The discussion questions and essay prompts in this collection were compiled from contributions made by participants in the 1991 Arizona Shakespeare-Milton Institute. After an travel and Mark Twain; "Emissary" deals with guilt, responsibility, and explaining the nature of time to an immortal race; and "The Forsaken" which involves a "shape-shifting" character. "Star Trek" helps teachers and students to think about politics, prejudice, feminism, leadership, addictions, loyalty from a different perspective. (RS)

ED 358 492   CS 508 191

Miller, Eric J.
Culture Shock: A Student's Perspective of Study Abroad and the Importance of Promoting Study Abroad Programs.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the Annual Intercultural and International Communication Conference (10th, Miami, FL, February 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjustment (to Environment); College Students; *Communication Skills; *Cultural Awareness; *Culture Conflict; *Foreign Countries; Higher Education; *Study Abroad; Travel
IDENTIFIERS- Communication Behavior; *Communication Strategies; Cultural Sensitivity; Mexico

Predicated on the idea that students traveling and studying abroad must learn ways to cope with the loss of cultural symbols familiar to them, this paper uses a college student's personal travel experiences to examine what coping strategies helped and how the lessons learned could help others in the same situation. After pointing out that the primary reason for going abroad is usually to polish foreign language skills, the paper focuses on three phases of study abroad: (1) the stage prior to studying in another country (in this case, Mexico); (2) the stage in the host country; and (3) the reentry stage. The paper also mentions that, among many advantages, a study abroad program provides necessary learning tools in today's world and is on the cutting edge of expanding career possibilities. The paper concludes that a student develops the recognition and acceptance of differences and dimensions of other cultures and an objectivity about his or her own country, as a direct result of the study abroad experience. (Contains 16 references.) (NKA)

ED 358 493   CS 508 192

Rarick, David L.; Lind, Rebecca Ann
Research Issues in the Study of Public Attitudes toward Ethical Problems in Television Programming.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; *Ethics; Models; *News Reporting; Programing (Broadcast); *Research Methodology; Telephone Surveys; *Television Research
IDENTIFIERS- Minnesota (Twin Cities); Research Suggestions; *Television News

Three empirical studies focused on viewer reactions to ethical issues in television news, and on actions audience members felt

Techniques, and Practices.
PUB DATE- 11 Mar 93
NOTE- 58p.; M.A. Project, California State University-Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Elementary School Teachers; Elementary Secondary Education; *Employment Interviews; *Personnel Management; Personnel Policy; Public Schools; *Questioning Techniques; Secondary School Teachers; *Teacher Employment; *Teacher Selection

Hiring qualified teachers is one of the most important steps toward providing a good education to students. Because of the large investment of time and money, teacher hiring is one of the costliest administrative duties. Inexperienced and unskilled interviewers can make poor hiring decisions. Research on hiring interviews shows that they are often unstructured, rely on false assumptions, and are inconsistent. Current research on hiring teachers covers four areas: qualities of excellent teachers, structuring interviews, interviewer suggestions, and teacher candidate's perception of the interviewer. Several procedures are recommended for teacher hiring. School or department needs must be assessed to determine which candidate can best meet those needs. Since interviews alone are unreliable, candidates' resumes, miniteaching lessons, and tests should be used. All interviews should be structured with consistent questions asked of all candidates, and answers should be rated on a scale. Interviews should begin with open-ended questions, and questions should focus on the candidate's past experiences. Interviews should be done by panels of three or more people. Candidates should visit classes, students, faculty, and the administration. Ratings scales and interviewing aids are included. (Contains 41 references.) (JPT)

ED 358 513 EA 024 917

Conley, David T.; And Others
Radical State Legislation and School Restructuring: Oregon Educator's Reactions to the Oregon Educational Act for the 21st Century.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Educational Innovation; Elementary Secondary Education; Government School Relationship; Public Education; *School Restructuring; *State Legislation; *Teacher Attitudes
IDENTIFIERS- *Oregon; *Oregon Education Act for the 21st Century 1991

Findings of a 1992 survey that examined Oregon educators' perceptions of the Oregon Educational Act for the 21st Century, a law designed to bring about fundamental change and radical restructuring in public education, are presented in this journal article. Data were derived from questionnaires that were mailed to 2,140 teachers and 120 building-level administrators from 22 school districts, and from interviews conducted with 30 survey respondents. Findings indicate that much ambiguity surrounds the act's precise meaning and implications, resulting in educators' uncertainty about their

Catholic and single-focus magnet schools tend toward more structural responsiveness. Of the three types, Catholic schools have the most effective parent communication. In conclusion, schools that function from a communitarian perspective, such as Catholic and single-focus magnet schools, rather than from a bureaucratic one, have higher levels of commitment and parent involvement. Five tables are included. (Contains 78 references.) (LMI)

ED 358 533   EA 024 967

McDaniel, Evangeline; Mack, Valor H.
Involving Minority Parents of At-Risk Children. A Parent/School Partnership.
PUB DATE- Jun 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Attendance; Junior High Schools; Junior High School Students; Middle Schools; *Minority Groups; *Parent Participation; *Parent School Relationship; Parent Workshops; Program Evaluation; *School Community Relationship
IDENTIFIERS- *Durham County School District NC; Middle School Students

First-year outcomes of a project called Involving Minority Parents of At-risk Children (IMPAC), a parent-school partnership implemented at the Carrington Middle School in Durham, North Carolina, are described in this paper. Begun during the 1991-92 school year, the program serves a predominantly African American population. Processes and activities to achieve program goals, i.e., to improve student attendance, academic performance, and parent involvement, are described. Program components include parent workshops, a learning resource center, an incentive program to reduce student absenteeism, and a communications network. Overall, during the 1991-92, school year parent participation was overwhelmingly better than it had been during the 1990-91 school year. In pre- and post-surveys, most parents said that they benefitted from the workshops. Student scores on the California Achievement Test (CAT) improved by 13 percent, although findings are inconclusive in determining how many students passed core subjects. The tutorial program was judged to be successful, and a monthly newspaper was published by students and parents. Finally, the program reduced absenteeism by 20 percent, falling short of its 25 percent target. Appendices contain a tutorial referral form, parent and student surveys, and a parent workshop activity evaluation form. (LMI)

ED 358 534   EA 024 968

Byham, William C.; And Others
ZAPP! in Education: How Empowerment Can Improve the Quality of Instruction, and Student and Teacher Satisfaction.
PUB DATE- 92
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary

(PEP) and Program Evaluation Test (PET) examination materials are presented in this report. The audit sought to determine whether the department's security procedures adequately prevented unauthorized access to exam materials and answer keys and whether local schools complied with the procedures. Methodology involved document analysis, interviews with department staff and responsible school officials, and observations at 181 schools and regional distribution centers for the period April 1, 1990, through May 31, 1991. Findings indicate that local school administrators failed to comply with department security procedures at 63 locations, or 35 percent of the total. Serious violations included improperly opened examinations and answer keys, early distribution to teachers, improperly stored tests, administration to students on the wrong dates, and failure to take initial inventories. District-level violations included the failure to seal all examination materials and inadequate control of printing and distribution centers. Two figures are included. Appendices contain comments of State Education Department officials and a list of the 63 schools and observed violations. (LMI)

ED 358 554 EA 024 994

Gonder, Peggy Odell
Caught in the Middle: How To Unleash the Potential of Average Students.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Objectives; Elementary School Students; Elementary Secondary Education; Faculty Development; Parent School Relationship; Public Schools; Secondary School Students; *Student Development; *Student Motivation; *Student Needs; *Students

While most school systems have programs for gifted and special-education students, little attention is paid to the many students in between. Because the majority of students do not receive the special attention offered at the extremes of education, there is a danger that their needs are not being met. Most in the educational community agree that these students in the middle can perform better. Several factors contribute to the low achievement of many average students: low expectations, inappropriate testing, passive learning, lack of motivation, overextended schools and overextended teachers, among others. Strategies to engage students include active learning, heightened expectations, and motivation building. In addition, teachers' needs must be addressed to improve education for average students. Teachers need to be included in reform efforts and, most importantly, to receive training to help them inspire and engage students as well as maintain and improve their own teaching skills. Parents must also become involved in education, not only by providing a supportive and learning environment at home, but by becoming involved in schools. Lastly, testing must be made a more useful learning tool. A list of 10 references and 4 resources are included. (JPT)

ED 358 555 EA 024 995

additional programs and services; (4) districts receive a wide variety of programs and services from regional education organizations; (5) districts are generally satisfied with their regional education organizations; (6) districts find advantages and disadvantages in belonging to more than one organization; and (7) most of those districts that choose not to join do so primarily because of their negative perceptions of structure, operation, and the requirement for local levy. Desirable qualities of a regional education organization include stability, accessibility, and local ownership. Eleven figures and four tables are included. The appendix contains the school district survey. (LMI)

ED 358 574 EA 025 030

Department of Education: Long-Standing Management Problems Hamper Reforms. Report to the Secretary of Education.
PUB DATE- May 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Administrative Change; *Federal Government; Government Employees; *Management Systems; *Organizational Climate; *Organizational Effectiveness; Performance
IDENTIFIERS- *Department of Education; National Education Goals 1990

This general management review (one in a series of management reviews of federal departments and agencies) identifies key management issues facing the U.S. Department of Education. This review assesses the management of the department and identifies actions that can be taken to improve organizational performance. Data were derived from 151 in-depth interviews conducted primarily with Education Department senior officials and from document analysis. Findings indicate that the Department lacks a clear management vision, leadership commitment to management, and adequate management systems, and that it needs a cultural transformation. It is recommended that the Secretary of Education articulate a strategic-management vision; adopt a strategic-management process; enhance management leadership and strengthen agency culture; and create strategic visions and plans that are integrated with the Department's overall strategic-management process. Seven figures and nine tables are included. Appendices describe the methodology, the National Education Goals, the Department of Education organization and programs, the increase in Department work load and decrease in resources, and the assessment of human resources. (LMI)

ED 358 575 EA 025 033

Knight, Brian
Requirements for Successful Financial Devolution.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992). Broken type on many pages.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

education programs properly adapted can serve a large number of students currently placed in special education programs. Recommendations are made to prevent the overrepresentation of minorities in special programs and to improve the placement process of children with special needs, and systems to assure adequate service delivery for this population are presented. A reaction paper by Tennyson J. Wright adds to these recommendations, noting that educators need to be educated about the real America of minority populations; that Americans need to develop an appreciation of differences as human and natural; and that a liberal education of inclusion relative to racial, cultural, gender, disability, class, and language differences needs to be developed. A second reaction paper, by Julian Castillo, points out that an understanding of the subgroups encompassed in the term Hispanic is needed, that programs need to address the issue of accountability, and that effective preschool programs and individual service planning are needed for minority group students. (Contains 12 references.) (JDD)

ED 358 594 EC 302 156

Maxwell, David L.; And Others
Temporal Order Processing in Adult Dyslexics.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (San Antonio, TX, November 20-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Auditory Perception; *Brain Hemisphere Functions; Cognitive Processes; Comprehension; *Dyslexia; Language Acquisition; *Neurology; Nonverbal Learning; Perceptual Development; Reading Ability; *Reading Difficulties; *Time Factors (Learning); Verbal Learning; Visual Perception

This study investigated the premise that disordered temporal order perception in retarded readers can be seen in the serial processing of both nonverbal auditory and visual information, and examined whether such information processing deficits relate to level of reading ability. The adult subjects included 20 in the dyslexic group, 12 in the reading disabled group, and 20 in the control group. Findings indicated that deficient readers, as a group, exhibited significant deficiencies in the temporal sequencing of nonverbal information. The study suggests that the part of the brain most critically involved in ordering and timing the units of perception as well as behavior is that of the left prefrontal cortex, and that the major role of this timing mechanism is to organize the structural units of language and to encode these for purposes of recall, recognition, and action. (DB)

ED 358 595 EC 302 157

Krauss, Marty Wyngaarden
Stability and Change in the Adaptation of Families of Children with Disabilities.
SPONS. AGENCY- Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Mar 93

protocol for identifying children with significant lead burdens, advice to parents for preventing lead poisoning, and a 33-item bibliography. (JDD)

ED 358 612 EC 302 174

Get the Lead Out (Prevention, Intervention and Renovation).
PUB DATE- Oct 92
NOTE- 20p.; Produced by the Illinois Childhood Lead Poisoning Prevention Program. For related documents, see EC 302 172-173.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Facility Improvement; Housing; *Intervention; *Lead Poisoning; *Mental Retardation; Painting (Industrial Arts); *Prevention; Public Health; Safety; Screening Tests
IDENTIFIERS- Illinois

Three brochures offer guidelines on preventing lead poisoning in children, lowering lead blood levels in children, and safely removing leaded paint from homes. The brochure on prevention of lead poisoning explains sources of lead, how lead affects a child, the importance of screening a child for lead poisoning, and ways to protect a child from lead. The brochure on intervention explains the sources of lead and provides more detailed information about ways to reduce a child's exposure to lead. The brochure on renovation reviews the danger of lead-based paint in older homes, outlines problems involved in removing old paint, lists safety tips for renovating home interiors and exteriors, and notes the importance of screening children for lead poisoning. The brochures cite Illinois sources for screening tests and for further information. (JDD)

ED 358 613 EC 302 175

Understanding a Need...Alcohol and Other Drug Abuse Prevention for People with Disabilities.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Sep 92
NOTE- 20p.; For related documents, see ED 346 633-646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *At Risk Persons; *Disabilities; *Drug Abuse; Incidence; *Prevention; Substance Abuse

This booklet provides an overview of alcohol and other drug abuse prevention, disability, and the relationship between the two issues. It cites the incidence of alcohol and other drug abuse among people with disabilities. It looks at alcohol and other drug abuse risk factors that are disability related, such as medication use, chronic pain, increased stress, adjustment problems, fewer social supports, isolation, unemployment, financial concerns, and limited access to drug abuse education. The booklet separates myths from facts and outlines prevention strategies. Prevention strategies include providing information, developing critical life skills, creating alternatives to drug abuse, involving and training impactors, and influencing policy. (JDD)

(141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Compliance (Legal); Demonstration Programs; *Disabilities; Elementary Secondary Education; Information Dissemination; *Mainstreaming; Program Development; Program Effectiveness; Program Implementation; *Severe Disabilities; Social Integration; State Programs; State Standards; Technical Assistance
IDENTIFIERS- California

This final report describes the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities who were previously served at special centers into services at regular schools and the integration of students in special classes in regular schools into general education. The project resulted in more than 3,000 students with severe disabilities making the transition from special centers to age-appropriate regular school sites and/or general education classrooms. Other project outcomes included: (1) development and dissemination of 17 products; (2) training and technical assistance to a total of 450 local education agencies (LEAs); and (3) revision of pupil count and compliance review procedures to obtain better integration data. Sixteen appendices include the following items, among others: the PEERS Integration/Inclusion Needs Assessment; a sample LEA plan; PEERS implementation site criteria for inclusive programs; the PEERS consultant bank; and preservice course syllabi. Appendices also include the following papers or articles: "Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide" (M. Simon et al.); "Systems Change: A Review of Effective Practices" (T. Karasoff et al.); "Curriculum Adaptation for Inclusive Classrooms" (T. Neary et al.); "PEERS Guidelines for Full Inclusion" (T. Neary et al.); "Parent Perceptions of Integration Transitions" (M. F. Hanline and A. T. Halvorsen); "Integration of Students with Severe and Profound Disabilities: A Review of Research" (A. Halvorsen and N. Sailor); and "The Elementary School Principal's Role in the Education of Students with Severe Disabilities" (G. Smith). (DB)

ED 358 634 EC 302 197

Halvorsen, Ann T.; And Others
Integration/Inclusion Needs Assessment: Providing Education for Everyone in Regular Schools (PEERS). Revised Edition.
PUB DATE- 92
NOTE- 38p.; In: Campbell, Patrick, and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final Report; see EC 302 196.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Compliance (Legal); *Disabilities; Educational Planning; Elementary Secondary Education; *Mainstreaming; *Needs Assessment; Program Development; *Program Evaluation; School Districts; *Severe Disabilities; Social Integration; State Standards
IDENTIFIERS- California

This needs assessment instrument was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to integrate students with severe disabilities who were previously at special centers into services at regular school sites and students who were in special classes in regular schools into general education. Part evaluation, and (5) staff development. Examples are drawn from Idaho, Louisiana, Minnesota, California, Washington, North Carolina, Maine, and Connecticut. Appendices include the following: a paper by Lee J. Gruenwald and Ruth Loomis titled "Evolving Organizational Structures in Special Education: The Madison Example"; forms for referral; forms for identifying exemplary special education programs; and a summary of Project READ data. (Contains 60 references.) (DB)

ED 358 651 EC 302 215

Brown, Janice M.
The Team Concept in Special Education. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Demonstration Programs; Disabilities; Elementary Secondary Education; Federal Programs; *Inservice Teacher Education; *Mainstreaming; *Mild Disabilities; *Regular and Special Education Relationship; Special Education; *Team Teaching; *Teamwork
IDENTIFIERS- Teacher Collaboration

This information packet for special education administrators addresses the team concept as a means of providing special education services at the local school level to mainstreamed students with mild handicaps and provides examples of such programs. In the first three sections, major purposes and goals of teams are reviewed, including provision of inservice training, direct teacher assistance, and improvement of student support systems. Five documents in the fourth section present examples of common team concepts and actual programs. These include: "Teacher Assistance Teams: A Model for Within-Building Problem Solving" (James C. Chalfant and others); "Breaking Down Classroom Walls: Establishing Building Based Teams" (Gil Bushey and Lynn Baker); "Building Support Teams" (Mike Horvath); "Building Team Guide" from Grand Rapids (Michigan) Public Schools; and the section on Student Support Teams from "Educational Planning for Handicapped Students--Procedures Manual" of the Minneapolis (Minnesota) Public Schools. Finally, six federal projects and programs related to the team concept are summarized, including name of a contact person, location, title, program description, and major objectives. (DB)

ED 358 652 EC 302 216

Kolenko, Cynthia L.; Schrup, Marie G.
Inservice Education-Staff Development. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Demonstration Programs; Disabilities; Educational Practices; Elementary Secondary Education; *Inservice Teacher

procedures devised for evaluating applicants to the Indiana Academy for Science, Mathematics, and Humanities. The procedures utilized a holistic file review process that required applications to be evaluated in the context of their local regions. Complete student files, which included standardized test scores, grade transcripts, teacher and administrator recommendations, and student accounts of accomplishments, were evaluated and assigned a score in aptitude, achievement, and accomplishment. The file review process determined who would be invited to interview for admission. In the first 2 years of the Academy, 160 students were invited to interview. Results of statistical analysis of student records showed that: (1) the admissions procedures produced a student body that was characterized by academic excellence, geographic diversity, and ethnographic diversity; (2) the aptitude, achievement, accomplishment, and composite ratings from the holistic method were positively correlated with usual predictors such as Scholastic Aptitude Test scores, grades, and teacher recommendations and were positively correlated with academy grade point averages; and (3) canonical correlation and stepwise regression procedures do not produce results that would lead to the construction of a useful analytical model for predicting academic performance. These findings support the continued use of the holistic file review process and demonstrate that a holistic student identification method encourages attention to equity issues that usual predictors do not. (Contains 18 references.) (JDD)

ED 358 669 EC 302 233

Scott, Marcia S.; Perou, Ruth
Cognitive Differences between Children with Learning Disabilities and Those with Mild Mental Retardation.
PUB DATE- Mar 93
NOTE- 17p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Chronological Age; Classification; *Cognitive Ability; Cognitive Processes; *Comparative Analysis; Educational Diagnosis; Elementary School Students; Intervention; *Learning Disabilities; *Mild Mental Retardation; Primary Education; Student Characteristics; Teaching Methods

Data are presented comparing children with learning disabilities to children with mild mental retardation, and comparing these two groups to normally achieving peers matched for chronological age (ages 6 to 8). Four studies were conducted, involving different types of oddity problems and rhyming skills. Results of the four studies indicated little difference between the level and/or quality of performance of the normally achieving group and the learning disability group, but large level and/or quality differences between the learning disability group and an age-matched mildly mentally retarded group. Data seem to indicate that children labeled learning disabled and those labeled mildly mentally retarded are cognitively quite different, validating their differential classification. Different educational programming may be required to maximize the impact of interventions with each group. (JDD)

ED 358 670 EC 302 234

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Grammar; *Language Patterns; *Literary Devices; *Novels; *Semantics
IDENTIFIERS- Billy Budd; Melville (Herman); *Textual Analysis

This article aims to discover the latent organization of a text by revealing a semantically motivated pattern of language functions that inform the theme of a story. it is shown how this pattern of linguistic features in the text provides insights into the literary effects of a description of a scene of a novel. The analysis proposed follows the systemic-functional framework, with an emphasis on the manner in which the processes and the participants in process are represented in the text. In other words, the focus of the analysis is the ideational component of the grammar, the grammar of transitivity. (Contains 3 references.) (JL)

ED 358 692 FL 020 839

Bjorklund, Martina; Virtanen, Tuija
Variation in Narrative Structure: A Simple Text vs. an Innovative Work of Art.
PUB DATE- 91
NOTE- 25p.; In: Ventola, Eija, Ed. Approaches to the Analysis of Literary Discourse. Finland, Abo Academy Press, 1991. p95-117; see FL 020 834.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *Discourse Analysis; Foreign Countries; Literary Devices; *Literary Styles; *Literature; Time Perspective
IDENTIFIERS- *Steppe (The)

The focus of this paper is the variation within the narrative type of text. Specific attention is on the variation between two rather extreme forms of narrative: simple stories written for children that may be described as stereotypical in structure, and an artistic story, "The Steppe," by A. Cexov. The view is taken that stories are comparable with each other even when they originate in different cultural settings. Narrative might well be characterized as a "primary" or "basic" type of text with more reliance on iconicity and, hence, less variation from one culture to another than, for instance, exposition or argumentation. The purpose of investigating different stories is to understand the different text strategies that may be assumed to lie behind the final products and that are reflected in the text. The temporal, locative, and agentive text strategies all bring cohesion and coherence into a text. The investigation indicates that even the concrete linguistic signals of the temporal and participant-oriented strategies manifest the degree of prototypicality of a narrative text. (Contains 41 references.) (JL)

ED 358 693 FL 020 840

Ventola, Eija
Phonological Meanings in Literary Prose Texts and Their Translations.
PUB DATE- 91
NOTE- 29p.; In: Ventola, Eija, Ed. Approaches to the Analysis of Literary Discourse. Finland, Abo Academy Press, 1991. p119-145; see FL 020 834.
LANGUAGE- English

services). The 10 intended outcomes establish students' proficiency in the following: basic metal fabrication skills; read plans and drawings; measuring and layout operations; metals and their properties; metalworking machines; metal fabrication operations; gas welding and cutting operations; electric metal-bonding operations; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 10 student outcomes. (NLA)

ED 358 242 CE 061 912

Basic Cabinet Making and Millwork. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cabinetmaking; Career Development; Competency Based Education; Cooperative Education; Employment Potential; Entrepreneurship; Facility Guidelines; Finishing; Hand Tools; Instructional Materials; Job Skills; Occupational Information; Patternmaking; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; Secondary Education; Student Organizations; Student Participation; Teacher Improvement; Technical Education
IDENTIFIERS- Florida; *Millwrights

This program guide identifies primary concerns in the organization, operation, and evaluation of a basic cabinetmaking and millwork program. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the 13 outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of basic cabinetmaking and millwork and documents the level of achievement that the student should demonstrate. (YLB)

ED 358 243 CE 061 913

Cabinet Making and Millwork. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 88
NOTE- 76p.

career awareness for the elementary grades. Topics discussed in the introduction include: the theory of the Insights program, self-esteem, the basic assumptions of worth and worthiness, fundamental life questions and dynamic responses to them, awareness, social interaction, and mastery. Section 2 is a guide to sharing circles that presents guidelines for organizing and leading sharing circles and following basic sharing circle rules. Additional sharing circle strategies, including using the leader's turn to upgrade involvement of children, asking open-ended questions, and reviewing the material shared, are covered in Section 3. Outlined next are strategies for using the following types of Insight activities: dyads, triads, small group discussions, class discussions, brainstorming, dramatizations, creative writing, research, and art and music. Section 5 includes a training resources checklist and three training modules consisting of key activities. Each key activity includes a purpose, time requirement, list of materials needed, directions, and summary. Section 6 discusses coaching and debriefing a sharing circle, Section 7 answers 33 questions frequently asked by sharing circle leaders, and Section 8 lists 39 additional resources. (MN)

ED 358 260 CE 063 781

A Comprehensive Review of Firefighter Post-Secondary Training and Education in Florida. Program Review Report.
PUB DATE- 89
NOTE- 198p.; Faint type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Community Colleges; Curriculum Development; Delivery Systems; Educational Equipment; Educational Facilities; Educational Practices; *Fire Fighters; *Fire Science Education; Job Placement; Personnel Selection; Postsecondary Education; Program Content; Program Development; *Program Effectiveness; Program Improvement; Questionnaires; Recruitment; *School Districts; Staff Development; State Standards; State Surveys; Statewide Planning; Technical Education; Two Year Colleges
IDENTIFIERS- *Florida

Florida's community college and school district postsecondary adult vocational programs in fire fighter training and fire science technology were subjected to a statewide program review. Efforts were made to reach Florida's entire community of career and volunteer fire fighters. Data were collected in the following ways: site interviews with training directors, fire chiefs and officers, students, instructors, and other persons with fire service affiliations; questionnaires inserted in the magazines of the Professional Fire Fighters of Florida and Florida Fireman's Association; surveys distributed at a 1988 conference of the Florida Fire Chiefs Association and Florida Society of Fire Service Instructors; surveys administered to students of minimum standards and postsecondary programs; and telephone interviews. The data from these sources were coordinated, synthesized, and used to develop specific recommendations pertaining to the following issues: fire fighter training program staffing and equipment; curriculum and instruction; program articulation; placement, recruitment and hiring practices; equipment and facilities; staff development, and program standards and development. (Included among this report's 18 appendixes, which comprise more than half the document, are the survey forms used for the program review,

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attitude Measures; *Career Choice; *Career Planning; Course Selection (Students); *Decision Making; Emerging Occupations; *Employment Opportunities; Equal Opportunities (Jobs); Futures (of Society); Guidelines; *Nontraditional Occupations; Secondary Education; *Self Evaluation (Individuals); Sex Bias; Sex Fairness; Student Attitudes; Vocational Education

This student guide is designed to lead students into self-evaluation and analysis and to enlighten them to the many career choices open to them in the 21st century. The concepts of gender, sex bias, gender equity, and sex stereotyping are introduced first. Discussed next are the following aspects of career choice: the relationship between course selection and career choice, the different people who try to influence students' choices, and unconscious influences on students' choices (role models, past experiences, and peers). The role of chance and luck in job and career success and the differences between the concepts of job and career are examined. In the section on job considerations, students are given guidelines and checklists for determining what makes them happy and what makes a good job. Lists of nontraditional, changing, and emerging occupations and a 37-item self-quiz designed to help students determined whether they are traditional or nontraditional individuals are also provided. The concluding section lists a few of the many occupations related to the various vocational education course areas and mentions various sources of information on post-high school career options for vocational education students. (MN)

ED 358 279   CE 063 803

Cunningham, Donna
Parent's Guide to Bias-Free Career Planning: Helping Students To Create Options. Equity Report 105.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 27p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Career Education; *Career Planning; Classroom Environment; Educational Legislation; *Equal Education; *Family Environment; Federal Legislation; Guidelines; Parent Materials; *Parent Role; *Parent School Relationship; Resource Materials; Secondary Education; Sex Bias; *Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

This manual was developed to help parents understand some of the role conflicts present in their children's lives and to provide basic information on promoting better sex equity in schools. An introduction is followed by sections on relevant legislation, parents' status in their children's schools, ways of promoting better sex equity in schools, and home environments that promote sex equity. The discussion of legislation outlines the major provisions of Title IX of the Education Amendments of 1972 and exceptions to it. The following topics are covered in the section on the status of equity in schools: teacher language and parent tips, course selection and parent tips, teaching materials, classroom activities, and tests used with

Pictorial Apprenticeship Program Handbook: A Project Planning Strategy for Preliterate Communities. Women in Development.
PUB DATE- Dec 91
NOTE- 138p.; Illustrations by Curt Middleton.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Literacy; *Community Development; Community Involvement; *Community Programs; Developing Nations; Economic Development; Extension Education; Foreign Countries; *Illiteracy; Instructional Materials; Learning Activities; Needs Assessment; *Participative Decision Making; *Program Development; Program Evaluation; Program Implementation; Teaching Guides; *Visual Aids
IDENTIFIERS- Peace Corps; *Pictorial Apprenticeship Program; Preliterate Societies

Intended for community development professionals and volunteers who work with preliterate communities, this illustrated handbook accompanies a library of visual aids that allow rural people to formulate their own projects. (The curriculum, called Pictorial Apprenticeship, transfers the process of project design into visual forms that literate and preliterate villagers can use to design and evaluate their own projects). The handbook is organized in three sections. Following an introduction describing the development, purpose and target readership of the manual, the second section, "Getting Started," introduces the Pictorial Apprenticeship materials, suggests ways a field-based facilitator can construct a presentation board and compile a library of illustrations, and teaches how to build a curriculum to fit specific community needs, monitor activities, and evaluate lessons. In the third and longest section, the five units of the Pictorial Apprenticeship Program are presented. They concern: recognizing community problems and determining needs; developing alternative solutions and defining objectives; determining project beneficiaries; project implementation; and project monitoring and evaluation. Each unit is divided into session plans that provide information on purpose, objectives, materials needed, facilitator preparation, and participant activities, and include a cautionary note highlighting potential difficulties. Appendixes comprising over one-half of the manual include a project design card index, project record sheets, and project design cards consisting of easy-to-understand line drawings that have been prepared for five common Peace Corps Projects in water resources, formal/nonformal education, grain mills, vegetable gardening, and health. (YLB)

ED 358 298 CE 063 827

Hubbard, Robert L.; Ennis-Applegate, Mari
The Design & Management of Community Projects--A Team Approach.
PUB DATE- Nov 88
NOTE- 191p.; Financed by the Canada Fund and prepared for the Foundation for the Peoples of the South Pacific Inc.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

choice facing the nation in achieving effective performance in high-tech industry is between "automating" (technology that preserves hierarchical structure and control) and "informating" (technology that produces a more abstract kind of work). According to Reich, the skills and attitudes of symbolic analysis are crucial for new work and new education. Leaders of high-tech industries recognize the need for changes in school structures and learning styles, but accept only those changes that can produce bottom-line results on national testing. Debates over science education and computer use in schools reflect the tension between automating and informating options in industry. To meet the challenges of electronic postindustrialism, workers need the skills of symbolic analysis in work and learning--a view that coincides with Zuboff's case for informating strategies. (Appendixes include chapter notes, a 73-item bibliography, and index.) (YLB)

ED 358 318 CE 063 865

Parjanen, Matti, Ed.
Legitimation in Adult Education. Julkaisusarja Publications A2-92.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Educators; Adult Students; *Certification; *Educational Trends; Employment Qualifications; Foreign Countries; *Lifelong Learning; Postsecondary Education; Professional Continuing Education; Professional Recognition; Program Evaluation
IDENTIFIERS- *England; *Finland

This monograph contains six papers examining the field of adult education, especially in Finland and England. It explores how the body of knowledge and theory on adult education has developed and suggests where the profession of adult education and its students are headed. Titles and authors are as follows: "Legitimization in Adult Education: An Introduction to Recent Problems" (Matti Parjanen); "Certification and the Bureaucratic State" (Peter Jarvis); "Towards Transformative Evaluation of Training" (Antti Kauppi); "Work Organizations and the Expansion of Continuing Professional Education in Universities" (Mauri Panhelainen); "Lifelong Learning in Contemporary Society" (Peter Jarvis); and "Theories of Sociology of Education and Multiprofessional Education" (Matti Parjanen). Each paper contains a reference list. (KC)

ED 358 319 CE 063 867

Dietrich, Angela
The Effects of Occupational Work Adjustment on Factors Leading to High School Drop Out in Rural Northwest Ohio.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; High Risk Students; High Schools; High School Students; Outcomes of Education; *Program Effectiveness; *Rural Education; School Holding Power; *Vocational Adjustment; *Work Experience Programs
IDENTIFIERS- *Occupational Work Adjustment Program; *Ohio (Northwest)

The effect of four Occupational Work Adjustment (OWA) programs on spend a minimum of 16 hours with an adult in the business community. The agent's guide explains how to conduct all phases of the program, including developing the program, recruiting and training mentors and proteges, managing the program, and evaluation. Twelve appendixes provide sample forms to use in the program, and 34 references are included. The mentor's handbook provides information about the need for career education and about mentoring. It includes suggestions for ways to have productive conversations with proteges and ideas a mentor can use throughout the mentoring program. It also includes 34 references and 15 appendixes providing information sheets and forms for the program. The protege's handbook is designed to help students plan their time to get the most out of their mentor meeting. It includes 34 references and 15 appendixes of information sheets and sample forms. (KC)

ED 358 335   CE 063 912

West, Linden; Fraser, Wilma
The Assessment of Prior Experiential Learning in Universities' Admissions Procedures.
SPONS. AGENCY- Department of Employment, London (England).
PUB DATE- Jan 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Admission Criteria; Adult Education; Adults; Curriculum Development; Degrees (Academic); Educational Experience; Employment Experience; *Experiential Learning; Foreign Countries; Group Dynamics; Higher Education; Nontraditional Students; *Portfolios (Background Materials); *Prior Learning; *Program Development; Student Experience; Student Placement; Work Experience
IDENTIFIERS- *Assessment of Prior Experiential Learning; Great Britain

A project studied use of assessment of prior experiential learning (APEL) in admissions to part-time degrees and diplomas at the University of Kent at Canterbury (England, United Kingdom). The APEL course was highlighted in brochures advertising part-time degree, diploma, and Access courses. Interviews with 40 applicants explained APEL and assessed their ability to benefit from the intensive, "fast-track" option. The nine participants had achieved success, were upwardly mobile, were becoming more aware of themselves and their abilities, and wanted more actively to determine the course of their own lives. Admissions tutors most likely to deal with APEL students were interviewed to introduce the project, to establish what criteria they considered important when selecting adults for degree and diploma courses, and to establish what kind of portfolios the tutors might want from would-be students. A 4-day course was developed that incorporated the following: (1) study, writing, and analytical skills; (2) group dynamics; (3) identification of prior achievements and future needs; (4) practice in basic tools of academic survival; and (5) a portfolio. Admissions tutors were interviewed again after APEL was completed. The intention was to use the interviews to reflect on the project, but this proved impossible since some tutors who interviewed students were not those originally interviewed. A questionnaire administered to all participants showed APEL was an important experience. (Appendixes include the survey instruments. Contains 13 references.) (YLB) program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the fashion marketing skills and work environment readiness skills covered in the fashion marketing program. (MN)

ED 358 352 CE 063 932

Gasoline Engine Mechanics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Community Colleges; Competency Based Education; Educational Equipment; Educational Facilities; Evaluation Criteria; *Instructional Materials; Material Development; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; *Small Engine Mechanics; Student Evaluation; Teacher Qualifications; Test Items; *Trade and Industrial Education
IDENTIFIERS- Florida; *Gasoline Engines

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in gasoline engine mechanics in school districts, area vocational centers, and community colleges. The following topics are covered: job duties of small-engine mechanics; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources; facilities (facility design recommendations and safety, maintenance, and liability); suggested equipment; and professional development (technical updating and teacher standards and related professional organizations and support services). A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a gasoline engine mechanics program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the gasoline engine mechanics skills and work environment readiness skills covered in the gasoline engine mechanics program. (MN)

ED 358 353 CE 063 933

Health Service Occupations. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 90
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral

This directory lists 151 programs in alternative farming systems (systems that aim at maintaining agricultural productivity and profitability, while protecting natural resources, especially sustainable, low-input, regenerative, biodynamic or organic farming and gardening). It includes programs conducted by colleges and universities, research institutes, and private farms and organizations. Information about the institutions and organizations listed in this directory was compiled from a number of sources. Two criteria were used for selection: (1) an institution's involvement in organic, alternative, or sustainable agriculture; and (2) its focus on education, training, or provision of information. Most entries are from the United States, with a few entries from Canada. Each listing includes name and address of the institution, name and telephone number of a contact person, and a short description of the program. The directory also lists five national and regional contacts for the Sustainable Agriculture Research and Education program of the U.S. Department of Agriculture. (KC)

ED 358 371 CE 063 988

Gavin, Mary K.; And Others
Designated Vocational Instruction: A Cooperative Process for Change. A Resource and Planning Guide. Bulletin No. 93376.
PUB DATE- 93
NOTE- 306p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competency Based Education; Cooperative Programs; Curriculum Development; *Disabilities; High Schools; *Integrated Curriculum; *Mainstreaming; Needs Assessment; *Program Implementation; *Special Education; *Vocational Education
IDENTIFIERS- Wisconsin

This guide describes the Designated Vocational Instruction (DVI) approach, an interdisciplinary effort of Wisconsin special and vocational educators to improve the scope, sequence, and quality of secondary vocational education for students with disabilities. The essence of the DVI approach is to integrate learners who participate in special education into regular vocational education environments with instructional support provided to students and their instructors. The DVI approach aims to provide youths with disabilities with job entry skills in broad or specific occupational clusters and to provide a foundation for successful entry and participation in postsecondary vocational education settings. The guide provides information on the DVI approach and a method for implementing it, organized in nine sections that cover the following topics: (1) introduction (the DVI approach and its needs); (2) gaining administrative support; (3) overview (using assessment data, implementing curriculum-based vocational assessment); (4) competency-based curricula; (5) collaboration; (6) collaborative transition programming; (7) inservice training strategies; (8) family involvement; and (9) skills employers want. Each section contains references and most contain summaries. Five appendixes provide the following: transition needs assessment forms, functional skills inventory, interagency transition information transmittal forms, transition follow-up surveys and program evaluation, and individualized education plan transition interagency forms. (KC) that the participation in social support groups, which provides the opportunity to share frustrations, challenges, triumphs, and other feelings with persons who have been in similar situations, has proven to be an effective way of coping with many of the stresses involved in stepfamilies. (NB)

ED 358 390   CG 024 880

Substance Abuse Prevention--Visual Arts. Working Together, Sample Lessons: K-6.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 92
NOTE- 127p.; Alternate title: Working Together: Substance Abuse Prevention Visual Art.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drug Education; Elementary Education; *Elementary School Students; *Prevention; *Substance Abuse; *Visual Arts

This document provides Arizona teachers of elementary school students (kindergarten through grade six) with selected sample lessons which combine learnings for both substance abuse prevention and visual art. The sample lessons are structured to promote decision-making skills and are designed to allow for a variety of student responses leading to a greater appreciation of individual differences. Within each lesson, there is a reference to the corresponding essential skills. Included are three lessons for each grade from kindergarten through grade six. For each lesson, activities are described and, for some lessons, variations and follow-up activities are suggested. The document concludes with glossaries of terms for visual arts and for substance abuse prevention. (NB)

ED 358 391   CG 024 881

Pantleo, Sam J.
Program To Reduce Failure Rates of Ninth Grade Students.
PUB DATE- Dec 92
NOTE- 103p.; Major Applied Research Project, Ed.D., Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Failure; Grade 8; *Grade 9; *High School Freshmen; High Schools; Junior High Schools; Junior High School Students; Middle Schools; *Prevention; *Transitional Programs
IDENTIFIERS- Middle School Students

This report describes procedures to develop and implement a program to reduce ninth grade failure rates at a high school of 1,200 students in the center of a western city of 100,000. It is noted that grading data collected at the middle school and the high school levels have indicated that the number of failing grades increased substantially as students moved from eighth to ninth grade. The solution to the problem reported here involved a coordinated effort between middle and high school teachers to increase student academic success. The described program addressed problems associated with the middle school transition by having eighth grade students attend a shadow day and extracurricular fair to become familiar with the high school. Additional time was spent assisting eighth grade students in selection of classes for their ninth grade year and

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Early Intervention; Elementary School Students; Grade 1; *Instructional Effectiveness; Primary Education; Reading Achievement; Reading Difficulties; Reading Research; Reading Strategies; *Remedial Reading; Tutoring; Word Recognition
IDENTIFIERS- *Reading Recovery Projects; Virginia (Central)

A case study assessed the effectiveness of Reading Recovery as a reading intervention program for students in the first grade. The subject was a 6-year-old boy in the first grade who was experiencing difficulty in learning to read. The student was selected to receive tutoring based on his scores on informal reading assessments as well as on his teacher's observations of him in the classroom. The subject received instruction 2 days a week for 12 weeks. Each lesson was based on the Reading Recovery model and lasted approximately half an hour. At the end of the intervention period, the subject was retested and showed improvement in alphabet knowledge, word identification, phonological awareness, and word recognition. The student also demonstrated growth in independent reading. (Twenty references, a graph of data, and pre- and post-intervention summaries of scores for tutoring assessment, writing samples, and reading strategies are appended.) (RS)

ED 358 412 CS 011 308

Thompson, Michael, Comp.; Cole, John Y., Ed.
Developing Lifetime Readers. A Report on the 1991 "Year of the Lifetime Reader" Promotion Campaign of the Library of Congress.
PUB DATE- 93
NOTE- 89p.; Cover title is "Developing Lifetime Readers: A Report on a National Reading Promotion Campaign." Photographs will not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Elementary Secondary Education; *Lifelong Learning; National Programs; Program Descriptions; *Reading Habits; *Reading Improvement; *Reading Programs
IDENTIFIERS- Family Literacy; *Lifelong Readers; Literacy Campaigns; *Reading Motivation

This report describes the "Year of the Lifetime Reader" campaign, which focused on family literacy. The report has a threefold purpose: to review the events, projects, and activities that took place across the country; to stimulate thinking on how to make future campaigns even more effective; and to make available the ideas that have already been proven effective in the promotion of reading. The report presents: (1) a selective listing of national events, state events, and projects in the schools that were part of the campaign; (2) a list of publicity, posters, and publications involving the campaign; (3) a selective listing of the activities of the 109 national organizations and associations that participated in the campaign; and (4) 12 of the black and white winning photographs in a contest sponsored by the campaign. Some statistics on the Center for the Book, and a listing of partners of the Library of Congress in the Year of the Lifetime Reader campaign are attached. (RS)

ED 358 413 CS 011 309

Sangston, Amy C.
Word Study vs. Traditional Spelling: Are Students Instructed

society are addressed. This bibliography presents annotations of 40 journal articles and ERIC documents dealing with instructional strategies in adult literacy. Annotations in the bibliography date from the period 1989-1992 and are divided into three areas: Overview; Whole Language Approaches; and Computers and Technology. (RS)

ED 358 435 CS 011 333

Johns, Jerry; Biggs, Karen
Adult Literacy: Overview, Programs and Research. Focused Access to Selected Topics (FAST) Bibliography No. 71.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 6p.; For an earlier FAST Bib on this topic, see ED 307 578.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; Adults; Annotated Bibliographies; *Literacy Education; Program Descriptions; Reading Research; Reading Skills; Writing Research
IDENTIFIERS- Educational Issues; Reading Uses

Noting that adult literacy involves adults who are readers and who are nonreaders, and that it is necessary to deal not only with problems of adult illiteracy, but also to encourage literate adults to read for work and pleasure, this bibliography presents annotations of 32 conference papers and journal articles published between 1989 and 1992 dealing with adult literacy. The Overview section outlines a variety of broad topics related to adult literacy. Sources in the Program section deal with various programs that facilitate the emergence and growth of adult readers. The Research section includes current studies dealing with adult literacy. The final section deals with other issues related to adult readers and the literacy movement. (RS)

ED 358 436 CS 011 334

Johnson, Nancy J.
Celebrating Growth over Time: Classroom-Based Assessment in Language Arts. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Evaluation Methods; *Informal Assessment; Instructional Design; *Language Arts; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Authentic Assessment; *Student Centered Assessment

Predicated on a belief that assessment and evaluation should be vital, planned aspects of the curriculum, this booklet describes classroom-based assessment that serves to inform teachers, students, and parents of the learner's growth as well as to suggest next-step instructional goals. Procedures developed by classroom teachers which integrate assessment

*Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *How To Books; Writing Contexts

Assumptions that writers of books about creative writing make about their audiences, as well as assumptions about the purposes, practice, and value of writing, differ noticeably from the assumptions made by people who teach and write about composition. In substance and form, the range of creative writing books includes autobiography, interviews, hints, advice, instruction, heuristic questioning, and exercises that are arranged as memoirs, essays, lists, manuals, handbooks, encyclopedias. Conversely, composition teaching and textbooks do not sufficiently draw on the drama of creativity. Creative writing books assume that expression is a basic human urge. While composition teachers and the authors of composition textbooks admit the difficulties involved in writing, they elide the value of inspiration. The assumption that their readers want very much to write well allows writers of books about creative writing a deep and sustained focus on craft. In these practical books, doing exercises--not drafting, revision, or editing--is emphasized as important to writing practice in ways most teachers have yet to imagine in composition texts. These books are inspiring because of their seductive approach to self-expression, creativity, art, and they seem more detailed in terms of the practice of writing than do most composition texts. There needs to be a similar richness and variety of personas in composition textbooks and classrooms in order to work through myths about writing and talent. (A 20-item selected bibliography is attached.) (SAM)

ED 358 454   CS 213 855

Ingham, Zita
Secret Life of a New Faculty Member.
PUB DATE- 2 Apr 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; *Helping Relationship; *Higher Education; Interpersonal Communication; *Interprofessional Relationship; *Mentors
IDENTIFIERS- Academic Discourse Communities; *New Faculty

A graduate student at a large research university (later a teacher at a small state college in Arkansas) succumbed to, rebelled against, jumped into, and refrained from many varieties of mentoring and being mentored. Mentoring is like institutionalized parenting, containing exchanges analogous to the range of exchanges that happen between parent and child. The way the institution of mentoring is protected parallels the ways parenting is protected. With that protection, the possibilities of changing mentoring are limited, and that protection also makes it impossible to consciously disengage the practice of mentoring from the ramifications of the parenting metaphor. The oral transmission of secret knowledge--information about how a particular institution really works--lies at the heart of mentoring. In terms of mentoring in the academy, these knowledges collectively reveal a shadow institution. What the academy needs is mentoring as alchemy, mentoring as standing witness to personal and institutional transformation. Members of the academy need to investigate the dynamics and the codification of the discourse of mentoring, to introduction which presents some general guidelines for teachers and students, the collection addresses the following works: "As You Like It"; "The Tempest"; "Richard II"; "Romeo and Juliet"; "Hamlet"; and "Paradise Lost." (SAM)

ED 358 473   CS 213 881

Borthwick, Arlene Grambo
Effects of Keyboarding/Typewriting on the Language Arts Skills of Elementary School Students.
PUB DATE- Apr 93
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Elementary Education; Elementary School Students; Keyboarding (Data Entry); *Language Arts; Motivation Techniques; Reading Improvement; *Typewriting; *Word Processing; Writing Improvement; Writing Skills
IDENTIFIERS- Lotus 1 2 3

Forty-one research studies completed between 1929 and 1983 investigated the effects of typewriting on the development of children's language arts skills. Information about each of the studies was entered in a Lotus 1-2-3 database containing 43 fields. Effect sizes were calculated for 21 studies. The collected evidence suggests a small positive effect of the use of typewriters on reading, word identification, syntax, and spelling skills. The study reveals a greater potential positive effect on the development of writing skills. Subjective reports favored the typewriter as a motivating tool. Students in the primary grades can be expected to profit most from typewriting; touch typing yielded no more significantly positive results than the hunt-and-peck method. Increased access to computer applications software in the classroom makes efficient use of the keyboard an issue. Since time spent in keyboarding/typewriting instruction and practice during the school day has--at the least--no ill effects on academic achievement, concern about scheduling constraints may be alleviated. (Six tables of data and four figures are included. A 55-item bibliography is attached.) (SAM)

ED 358 474   CS 213 882

Pajares, M. Frank; Johnson, Margaret J.
Confidence and Competence in Writing: The Role of Self-Efficacy, Outcome Expectancy, and Apprehension.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Higher Education; Models; Predictor Variables; *Self Efficacy; Social Cognition; Theories; Undergraduate Students; *Writing Achievement; *Writing Apprehension; Writing Research; Writing Skills
IDENTIFIERS- Composition Theory

A study investigated the writing self-efficacy, writing outcome expectations, writing apprehension, personal self-efficacy, and were appropriate to control possibly unethical behaviors in television broadcasting. The first study was a 12-minute telephone survey of 293 randomly selected adults in Minneapolis-St. Paul (Minnesota) in 1989 to determine public responses to ethical issues. The first study demonstrated that people can and do think about television content problem areas. In the second study, semi-structured interviews were conducted with a quota sample of 34 television news viewers in Minneapolis-St. Paul. Viewers were willing and capable of speaking at length about television news issues and of analyzing three hypothetical news stories. The third study combined techniques of the first two studies to identify how viewers evaluate ethically controversial local television news content. Using random-digit dialing, 201 Minneapolis-St. Paul local television news viewers were selected for 30-minute telephone interviews and subsequent mail survey concerning their reactions to six hypothetical news stories. Three trends emerged: (1) certain criteria were much more commonly applied than others, including harm/benefits, newsworthiness, and parameters; (2) many unique criteria applied in each situation; and (3) the exact criteria differed according to the situation. A preliminary model of the process viewers use to evaluate ethical issues in television programming was developed. Findings show the usefulness of using multiple research methodologies. Future research should supplement traditional philosophical and case study analyses with empirical studies of audience response to ethical issues in the media. (Contains 36 references.) (RS)

ED 358 494 CS 508 196

Coutu, Lisa M.; Hendrix, Katherine Grace
The Socio-Political Implications of John J. Gumperz' Interactional Analytic Approach.
PUB DATE- Feb 93
NOTE- 36p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Communication Research; Ethnography; Higher Education; Interaction; Interpersonal Communication; Racial Differences; *Sociolinguistics
IDENTIFIERS- African Americans; Group Theory; *Gumperz (John J); *Theory Development

John J. Gumperz' interactional analysis goes beyond traditional work in discourse analysis, conversation analysis, and ethnography and may, ultimately, lead to the development of new sociolinguistic theory regarding problematic interaction. The likelihood of the development of theory will be significantly impacted by Gumperz' ability to: (1) incorporate the impact of race on interactions; and (2) re-evaluate the significance of a speech community's way of speaking and the corresponding costs associated with adaptation. Gumperz fails to address socio-political implications of the negotiation process between dominant and non-dominant interlocutors, as characterized by the difference between his conceptualization of "ways of speaking" and that of Dell Hymes. Also, he does not recognize the presence of other contextualization cues which occur in interaction such as race, gender, and age. As an example, examining the role of race for African Americans in social interaction indicates that race situates the interaction role as interpreters of the law. However, educators may be more willing to change if they perceive the ideas themselves to be educationally sound; if they are able to adapt the broad policy framework of the mandate to their particular situation; if there is sufficient clarity about their role expectations; if there is reasonable assurance that the political climate will be stable enough for the mandates to remain in force long enough to be implemented thoroughly; and if they are given the resources of money, time, and expertise in a manner that enables them to develop and sustain the internal capacity for change. Twelve tables are included. (LMI)

ED 358 514 EA 024 918

Rotberg, Iris C.
Federal Policy Options for Improving the Education of Low-Income Students. Congressional Testimony.
PUB DATE- 25 Feb 93
NOTE- 24p.; Statement delivered before the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, U.S. House of Representatives.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Childhood Needs; Compensatory Education; Disadvantaged Youth; *Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; Federal Aid; *Federal Programs; *Low Income Groups; *Program Effectiveness; *Public Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; Rand Corporation

In this statement, the Senior Social Scientist of the Rand Institute on Education and Training testified that improving the education of students from low-income families is a difficult challenge. Low-income students suffer more from the related influences of lower family income, family education level, and student achievement than more affluent children, yet attend poorer schools. The RAND Institute on Education and Training undertook an analysis of federal policy options in the Chapter 1 programs to improve education in low-income areas. The study found that while Chapter 1 benefits many children, it improves education in low-income areas only marginally. Chapter 1, as currently funded, cannot address the growing needs of low-income schools. Because its funds are so broadly distributed, Chapter 1 cannot meet the needs of the poorest communities and schools. Large inequities in education spending exist among states, localities, and school districts despite Chapter 1. Chapter 1's broad mandate makes it difficult for the program to meet any of its goals for low-income students. The testimony recommended increasing Chapter 1 funding for the nation's lowest-income school districts and schools, and reformulating Chapter 1 to encourage fundamental improvements in the quality of education for low-income children. Also, a separate general-aid program should be used to provide incentives for equalizing overall funding within states. (JPT)

ED 358 515 EA 024 920

Denton, Jon J.; Walenta, Brian
Cost Analysis of Year Round Schools: Variables and Algorithms.
PUB DATE- Apr 93
NOTE- 11p.
LANGUAGE- English

Education; *Group Unity; *Participative Decision Making;
*Productivity; *Student Motivation; Student Participation;
Student Responsibility; Teacher Participation
IDENTIFIERS- *Empowerment

In a previous book entitled "Zapp! The Lightening of Empowerment", a new system for motivating employees and improving productivity in a corporate setting was presented. This book adapts that empowerment guide to the classroom with workable, hands-on suggestions to help educators motivate their students and themselves. Empowerment in education means getting students to take responsibility for their own progress by involving them in decision making; encouraging them to think for themselves; and fostering trust, creativity, and a hunger for new challenges. However, teachers first must empower themselves if they are to empower students. Written as a fable, this book offers a step-by-step description of the empowerment process at a fictional middle school and equips educators with skills needed for various situations, such as administration, class projects, and teacher-student meetings. The final part describes how empowerment can occur in a school district. (LMI)

ED 358 535 EA 024 969

Lam, Julie A.
The Impact of Conflict Resolution Programs on Schools: A Review and Synthesis of the Evidence.
PUB DATE- Jan 88
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; *Negotiation Agreements; *Problem Solving; *Program Effectiveness; *Program Evaluation; Student Participation; *Student Role

This paper offers a synthesis of the existing research on school-based mediation or conflict-resolution programs. Studies of programs in the following six areas are described: Poughkeepsie, New York; New Mexico; Colorado Springs, Colorado; New York City; Chatham County, North Carolina; and Greenfield, Massachusetts. The following elements of each study are highlighted: evaluation goals, school demography, the mediation training program, curriculum, measurement, and evaluation results. A conclusion is that school-based conflict-resolution programs have generally had positive effects on student mediators, the student body, and teachers. Findings, however, are inconclusive because the studies did not use the same evaluation criteria. Findings do suggest that student self-esteem improved and that the programs had high success rates. Suggestions are offered for designing accurate research evaluations of school-based conflict-resolution programs. A program summary chart is included. (LMI)

ED 358 536 EA 024 970

Webb, Clark
What Is Meant by the Term, "Thoughtfulness in Schools?"
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Annual Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Thistle, Maureen; O'Connor, James E.
Middle School Certification: A Comparison of Teachers' and Principals' Attitudes.
PUB DATE- 13 Nov 92
NOTE- 22p.; Paper presented at the Annual Meeting of the California Educational Research Association (71st, San Francisco, CA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Qualifications; *Educational Certificates; Junior High Schools; *Middle Schools; Secondary School Teachers; Teacher Attitudes; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- *California (Kern County)

Findings of a study that examined the attitudes of middle level teachers and principals toward middle-school certification are presented in this paper. Questionnaires were sent to 82 teachers and principals of all 46 public schools serving sixth-, seventh-, and eighth-grade students in Kern County, California. Twenty-four principals and 48 teachers responded. The data suggest that although middle-grade teachers and principals generally agreed on how a middle-school certificate should be granted and what classes should be required, they agreed less on who should be required to obtain a special middle-school certificate. Whether or not a respondent favored middle-school certification appeared to be directly related to the respondent's educational position. For example, principals tended to favor teacher certification and teachers favored certification for principals. The findings may illustrate a reason why midlevel teachers and principals have been slow to recognize the need for middle-school certification. Six tables and a copy of the questionnaire are included. (Contains 22 references.) (LMI)

ED 358 556 EA 024 996

The Washington State Task Force on Student Transportation Safety. Final Report.
PUB DATE- Oct 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Pedestrian Traffic; Public Schools; Safety Education; *School Buses; School Safety; Secondary School Students; *State Action; *Student Transportation; *Traffic Circulation; Traffic Control; *Traffic Safety; Vehicular Traffic
IDENTIFIERS- *Washington

Findings of a study conducted by the Washington State Task Force on Student Transportation Safety are presented in this report. The data-collection process involved four phases: meetings with experts in student transportation and pedestrian safety; public meetings, informational work sessions, and tours of problems areas; task force meetings; and analysis of public comments. Findings are presented in two categories--the safety of children walking to and from school, and their safety while riding school buses. Eleven recommendations are made, with special attention to the background of and action required for each. The recommendations are as follows: (1) create a School Sidewalk, Pathway, and Bus Stop Improvement Program; (2)

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Decentralization; *Educational Finance; Elementary
Secondary Education; Financial Policy; Foreign Countries;
*Institutional Autonomy; Money Management; *Organizational
Change; *School Based Management; School Restructuring

Questions that must be addressed to ensure successful implementation of financial delegation to the schools are presented in this paper. The features necessary to successfully introduce increased financial delegation to the schools are described. Key questions are presented to help readers evaluate their own plans. The questions involve the following areas: objectives; scope of the plan; database quality; how funds are to be allocated to the schools; the degree of school autonomy in budgeting decisions; the linkage between financial management and school priority plans; the reexamination of roles and responsibilities within schools; the arrangements for clerical support and information technology; the reexamination of the implications for central administration; provisions for staff training; allotted time for implementation; and arrangements for monitoring and evaluation. A conclusion is that financial delegation appears to contribute to school efficiency, although it is not yet clear that it leads to improved effectiveness. (Contains 19 references.) (LMI)

ED 358 576 EA 025 034

Paulston, Rolland G.; Liebman, Martin
An Invitation to Postmodern Social Cartography.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the
Comparative International Education Society (37th, Kingston,
Jamaica, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Cartography; *Educational Philosophy; Elementary
Secondary Education; *Epistemology; *Heuristics; Social Change;
*Social Theories
IDENTIFIERS- *Social Mapping

This essay demonstrates how social cartography--the writing and reading of maps addressing questions of location in the social milieu--may enhance social research and move it forward in its struggles to distance itself from the positivistic restraints of modernism. Social cartography suggests an opening of dialogue among diverse social players, including those individuals and cultural clusters who want their "mininarratives" included in the social discourse. It is proposed that the social-cartography discourse style has the potential to demonstrate the attributes, capacities, development, and perceptions of people and cultures operating within the social milieu. It offers comparative educators a new method for visually demonstrating the sensitivity of postmodern influences to open social dialogue, especially to those who have experienced disenfranchisement by modernism. Four figures are included. (Contains 44 endnotes.) (Author)

ED 358 577 EA 025 037

Hussar, William J.
Current Elementary and Secondary Expenditures--1990s and Beyond.
Issue Brief.

NOTE- 20p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Behavior Problems; Change; *Child Rearing; Coping; *Disabilities; *Emotional Adjustment; Family Environment; Family Income; Family Problems; Infants; *Mother Attitudes; Performance Factors; *Stress Variables; Toddlers

This study tracked parental stress among 115 mothers of infants and toddlers with disabilities to evaluate patterns of stability and change in parental adaptation during the early childhood period. Parents were given the Parenting Stress Index three times: upon entry into an early intervention program, 1 year later, and when the child reached age 3. Overall, stability in maternal adaptation was found more commonly than dramatic change. Other measures given included the Family Environment Scale and the Child Behavior Checklist. The study also looked at maternal depression and maternal stress associated with a sense of competence as a parent. Although the study did not find more overall depression or feelings of incompetence in these mothers, five factors affecting parental adaptation were identified: (1) family income, (2) significant negative life events that were not (presumably) related to the child, (3) the perceived helpfulness of the support received by the mother, (4) the extent to which the mother viewed her family as a cohesive supportive unit, and (5) the level of the child's behavior problems. Overall, 31 percent of the variance in maternal depression scores and 35 percent of variance in maternal sense of competence were explained by the five variables used in the analysis. The largest single contributing factor to variance was child behavior problems. (Contains 5 tables.) (DB)

ED 358 596   EC 302 158

Innocenti, Mark S.; And Others
A Comparative Study on the Child and Family Effects of Adding a Parent Involvement Program to an Existing Early Intervention Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Disabilities; *Early Intervention; Evaluation Methods; Family Programs; Group Discussion; Meta Analysis; *Parent Education; *Parent Participation; Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; Social Support Groups

In order to increase statistical power, this study combined the data of three previous studies on the role of parent involvement in early intervention for children with disabilities. Each of the studies found a mixed pattern of positive results on child outcomes and, in two of the studies, on family outcomes. The combined subjects (n=181) had mild to

ED 358 614 EC 302 176

Moving On...Transition from Child-Centered to Adult Health Care for Youth with Disabilities.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Chronic Illness; Delivery Systems; *Disabilities; Health Services; Individual Needs; Information Centers; Medical Education; *Medical Services; *Primary Health Care; *Transitional Programs; Young Adults; Youth

This document contains information about the medical transition of youth with disabilities from child-centered to adult health care. The generic characteristics and needs of young people with long-term illnesses and disabilities are especially emphasized. Guidance is provided for appropriate health care of the adolescent during the transition process, for the development of transition programs, and for the preparation of physicians who wish to provide health care for this population group. The document examines the benefits of transition to adult-based health services; reviews generic health needs such as guidance on nutrition and fitness, sexuality, substance use, psychosocial needs, self-care, and empowerment; providing services within the health care system; and adaptation of services. The report concludes that adolescents with chronic illness and disabilities must have a well-defined primary health care program, which covers the same areas of medical and psychosocial concern as programs for adolescents without disabilities. Appendixes discuss the Federal commitment in this area; examine the need for improved training of physicians; offer statistical tables of health, education, and employment data; list 37 references; and describe 15 information centers and programs. (JDD)

ED 358 615 EC 302 177

McClellan, Jim; Schlosser, Grace
Students with Challenging Needs. Updated Facts and Figures.
PUB DATE- 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Enrollment; *Enrollment Rate; Enrollment Trends; Foreign Countries; *Incidence; Mainstreaming; Preschool Education; Private Schools; Public Schools; *Special Needs Students; State Surveys; Trend Analysis
IDENTIFIERS- *Alberta

This report presents the results of surveys of school jurisdictions, Early Childhood Services (ECS) private operators, and private school personnel across Alberta, Canada. The purpose of these surveys was to consolidate information on the relative incidence rates of students with special needs receiving education programs in Alberta. The report's four sections focus on: (1) analyses of results for exceptional students in the school jurisdictions from Grades 1 to 12; (2) reports on components of Early Childhood Services that provide

I of the needs assessment is for use with local education agencies (LEAs) that have developed a written plan for integration/inclusion transitions. It is intended to help evaluate plan components in the following areas: least restrictive environment policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion, and facilitation of peer interactions. Part 2 is designed to assist in identifying: the history and goals of the LEA in regard to attitudes toward integration and inclusion; existing resources to support transitions; space concerns within accessible schools; personnel role changes; site preparation needs; and parent reactions to the integration/inclusion plan. Part 3 is intended for on-site review and covers environmental considerations, school climate, special education teacher integration, general education classroom environment, student integration, and the curricular and instructional model. (DB)

ED 358 635 EC 302 198

Simon, Marlene; And Others
Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide.
PUB DATE- Dec 92
NOTE- 135p.; In: Campbell, Patrick, and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final Report; see EC 302 196.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Disabilities; Educational Practices; Effective Schools Research; Elementary Secondary Education; *Mainstreaming; Program Administration; *Program Development; School Administration; School Districts; *Self Evaluation (Groups); *Severe Disabilities; State Programs; *Technical Assistance
IDENTIFIERS- California

This technical assistance planning guide was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and to facilitate the integration of students in special classes in regular schools into general education. The guide emphasizes building the capacity of states, school districts, and school sites to provide quality educational programs to students with disabilities in integrated and inclusive environments by providing a framework of technical assistance activities. The guide stresses local ownership and provides self-assessment checklists to evaluate practices at the state, district, and school building levels. After an introduction and suggestions for using the guide, the guide lists (with references) practices shown to be effective at each level. The next three sections address state level planning, district level planning, and building level planning respectively. Provided for each level is an "Effective Practice Checklist," specification of effective practices and supportive strategies, and a "Resource Planning Guide." Checklists and planning forms are appended.

Education; Mainstreaming; *Mild Disabilities; Models; Program Development; *Regular and Special Education Relationship; Research and Development; Special Education; *Staff Development

This information packet is intended to provide special education administrators with information and materials regarding inservice education and staff development. The first section presents a research and development model based on Project TAMEC (Technical Assistance for Mainstreaming Exceptional Children), a North Carolina program which assists regular education personnel in working with students having mild handicaps. The second section presents seven "best practices" models, focusing on building-based programs and networking systems. Each listing discusses the target population; a program description; the process for evaluation, analysis, or renewal; adoption requirements; funding requirements; materials available; and a contact person. The final section focuses on structuring inservice and staff development programs. This section presents a total of 30 abstracts divided into 5 topical areas: (1) design models for inservice; (2) building-based inservice for integration; (3) strategies for rural inservice; (4) strategies for vocational inservice; and (5) references and resources for inservice. (DB)

ED 358 653 EC 302 217

Cole, Cassandra McCrory
Collaboration: Research and Practice. CASE Information Dissemination Packet.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *Demonstration Programs; *Disabilities; Educational Change; Elementary Secondary Education; Grading; Individualized Education Programs; Models; Program Development; Program Implementation; *Regular and Special Education Relationship; School Restructuring; Special Education; Staff Development; Teacher Attitudes; Teacher Role; *Team Teaching; *Teamwork
IDENTIFIERS- *Teacher Collaboration

In this information packet for special education administrators, the literature on collaboration between regular and special educators is reviewed, issues relative to the implementation of collaboration are discussed, and eight model sites are described. After an introduction, distinctions between collaboration and consultation are drawn. Key principles of collaboration (complementary instruction, team teaching, and supportive learning activities) are considered, as are benefits of collaborative teaching (e.g., utilization of complementary teaching strengths) and potential barriers (interpersonal problems, traditional school structures, traditional attitudes regarding the dual systems of special and general education, and administrative mandates which violate the essential voluntariness of collaboration). The following issues in program development and implementation are specifically addressed: (1) time, (2) grading, (3) individualized education programs, (4) staff development, (4) curriculum accommodation and instructional modification, (5) teacher education programs, (6) reform issues, and (7) funding. Finally, programs at the following locations are described: Bakersfield (Vermont);

Colcock, Kristina B.
The Blind and Visually Impaired Child: A Brief Overview.
PUB DATE- 2 Apr 92
NOTE- 54p.; M.A. Requirement, California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Blindness; *Child Development; Child Rearing; Educational History; Infants; *Language Acquisition; Mainstreaming; Motor Development; Object Permanence; Parent Child Relationship; *Partial Vision; Play; Preschool Education; Social History; Teaching Methods; Toddlers; *Visual Impairments; Young Children

This literature review examines the development and early language acquisition of infants with blindness or visual impairments. The paper begins with a history of public perceptions of individuals with visual disabilities, efforts to develop educational programs for them, and legislation supporting these efforts. Review of the literature on early development of infants with blindness or visual impairments discusses parent-child interaction, the language of the hands of blind children, play behavior, object permanence, motor development, and "blindisms"--i.e., specific behaviors that most blind children exhibit. A section on language development compares blind and visually impaired children with sighted children in terms of language acquisition. It compares the two groups' first words, understanding of the words "look" and "see," stereotypic speech, verbalisms, and literacy. The review then outlines common eye problems that cause learning problems and are often undetected. It examines the issues of least restrictive environment and mainstreaming. The final section offers guidelines for parents and for teachers working with students who are blind or visually impaired. (Contains 25 references.) (JDD)

ED 358 671 EC 302 235

Hainsworth, Marian L.
ERIN Outreach Program: Final Report 1989-1993.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 30 Apr 93
NOTE- 144p.; Appendix contains marginally legible print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Environment; Educational Needs; Elementary School Students; Federal Programs; *Handicap Identification; Individualized Education Programs; Models; *Outreach Programs; Preschool Children; Skill Development; *Technical Assistance
IDENTIFIERS- *Early Identification

The Early Recognition Intervention Network (ERIN) model provides a technology for observing special needs children, ages 2 to 7, and planning and implementing Individual Education Programs for them. The model is designed to work successfully whether the child is in a mainstream or a special setting, has mild or severe disabilities, comes from an urban or rural background, or comes from a less or more advantaged background. The model

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; *Fiction; Foreign Countries; Linguistic Theory; *Phonology; *Translation

This article discusses phonological meanings and their realization in fiction texts and the problematics of their translations. The various views linguists appear to have about what phonological meanings are and how they are expressed linguistically are examined. Furthermore two linguistically oriented approaches on translation theory, Nida's and Newmark's, and the discussions on phonological meanings in them, are taken as representative examples of the treatment and development of phonological meanings within translation theory. Actual translation practice and publishing politics are also discussed. (JL)

ED 358 694 FL 020 853

Chamot, Anna Uhl
Learning Strategy Instruction in the Foreign Language Classroom.
PUB DATE- 20 Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College Students; Higher Education; High Schools; High School Students; Introductory Courses; Japanese; *Learning Strategies; Questionnaires; Russian; *Second Language Instruction; *Second Language Learning; Spanish; *Student Attitudes

This paper reports interim fundings of two studies focusing on student responses to learning strategy instruction in first year Japanese, Russian, and Spanish foreign language classrooms. Data were collected from four groups of students: 15 high school students of Japanese, 13 college students of Japanese, 31 high school students of Russian, and 20 high school students of Spanish. Students indicated on questionnaires whether they used the learning strategies taught by their foreign language teacher and the reasons why they did or did not use the strategies. A majority of the students believed that the strategies had a positive effect on their learning and some students reported using the strategies independently as they worked on language assignments at home. Students' reasons for not using the strategies revealed metacognitive knowledge in instances where preference for a different strategy or approach was given as the reason for not using the strategy. (JP)

ED 358 695 FL 020 960

Mangubhai, Francis
How Does One Learn a Second Language? Let Me Count the Number of Ways.
PUB DATE- 26 Apr 91
NOTE- 15p.; Paper presented at the RELC Regional Seminar on Language Acquisition and the Second/Foreign Language Classroom (Singapore, April 22-26, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cabinetmaking; Career Development; Competency Based Education; Cooperative Education; Employment Potential; Entrepreneurship; Facility Guidelines; Finishing; Hand Tools; Instructional Materials; Job Skills; Occupational Information; Patternmaking; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; Secondary Education; Student Organizations; Student Participation; Teacher Improvement; Technical Education
IDENTIFIERS- Florida; *Millwrights

This program guide identifies primary concerns in the organization, operation, and evaluation of a cabinet making and millwork program. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the 16 outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of cabinet making and millwork and documents the level of achievement that the student should demonstrate. (YLB)

ED 358 244   CE 061 979

Gagliardi, Raul; And Others
Italy: Environmental Training and Monitoring in Lombardy and Umbria. Training Discussion Paper No. 98.
PUB DATE- 92
NOTE- 35p.; For a related paper, see ED 340 580.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Conservation (Environment); Educational Planning; *Environmental Education; *Environmental Research; Environmental Standards; Foreign Countries; Job Training; Labor Education; *Natural Resources; Paraprofessional Personnel; *Physical Environment; Pollution; Science and Society; Unions
IDENTIFIERS- *Environmental Protection; *Italy

This paper discusses innovative schemes for environmental protection training in Italy. Section I lists elements contained in well-organized environment protection activity. Section II provides an example of environmental training for Italian trade union leaders that helps them understand the complexity of environmental systems and negotiate the necessary measures to protect the environment. An analysis of a seminar for the trade union leaders discusses training strategy, content, and the seminar's organization around the concept of "territory." Section III contains materials on training for information on recruiting female fire fighters, curriculum frameworks, sample program brochures, and sample articulation agreements. (Contains 11 references.) (MN)

ED 358 261 CE 063 785

Henderson, Carol, Comp.; And Others
Resource Guide for the Blueprint for Career Preparation. A Listing of Career Development Books, Software, Kits, and Materials. 1991 Supplement.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 51p.; Update of ED 332 009.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Choice; *Career Development; *Career Education; Citations (References); *Educational Resources; Elementary Secondary Education; *Employment Potential; *Instructional Materials; *Job Skills; Postsecondary Education; State Programs
IDENTIFIERS- *Florida

This supplement is an annotated listing of 97 career development and related materials for use by educators in implementing Florida's "Blueprint for Career Preparation." Materials selected for inclusion in the guide were located through the Florida Educational Information Service (FEIS) by searches of computerized retrieval systems--especially the Educational Resources Information Center (ERIC) and Vocational Education Curriculum Materials databases--and a manual search for relevant sources that might not have been systematically catalogued but that are available from the states, professional and labor organizations, and commercial publishers. Materials were published between 1985 and 1991. Each listing includes the following information: format, audience, exceptionalities (where relevant), grade level, characteristics, "Blueprint" level, and competency areas. Availability information is provided for each item listed. Entries are indexed by "Blueprint" level, student competency, series, and exceptionality. The guide also contains matrices of Florida Bureau of Career Development Products to Meet Blueprint Competency Areas and career development competencies. (KC)

ED 358 262 CE 063 786

Career Information for Middle Schools. Preview 88. Black & White.
PUB DATE- 88
NOTE- 1,066p.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Academic Aptitude; Career Awareness; Career Development; Career Education; *Career Exploration; Career Planning; Careers; Employment Potential; Employment Projections; *Employment Qualifications; Job Skills; Junior High Schools; Junior High School Students; Middle Schools; *Occupational Information; *Occupations; Talent; *Training; Vocational Aptitude; *Vocational Interests
IDENTIFIERS- Middle School Students

This publication provides career information for middle school students on 266 different kinds of jobs. Each job is described in a four-page format that provides the following information: brief overview, background on what it is like to have that children. Examined next are eight suggested actions for promoting better sex equity in schools. The following topics are discussed in the section on creating a home environment free of sex bias: traditional parents and boys, traditional parents and girls, nontraditional parenting and promotion of androgyny and improved sex equity modeling in the home. Contains 12 selected references and resources. (MN)

ED 358 280 CE 063 804

Slater-Hill, Rhonda; Boyett, Melissa
Teacher's Guide to Student Bias-Free Career Planning: Influencing Option Building through Instruction. Equity Report 106.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 37p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Measures; *Career Planning; Classroom Techniques; Equal Education; Learning Activities; Questionnaires; Secondary Education; *Secondary School Students; Self Evaluation (Individuals); *Sex Bias; *Sex Fairness; *Student Attitudes; *Teacher Role; Teaching Guides
IDENTIFIERS- Tech Prep

This guide is designed to provide teachers with information about achieving sex equity in their classrooms and in helping students avoid sex bias when planning their careers. The following topics are covered: the teacher's role in a bias-free classroom; issues of equity for teachers; teachers' influence on the classroom learning center; tech prep program opportunities, basic skills and workplace success, and enrollment in nontraditional vocational and academic programs and courses; selection and use of texts, resource materials, and career information; the Interlink work force planning region and database; and three classroom activities reflecting unbiased values. A summary, self-examination designed to assess sex-role expectations and expand awareness of sex equity, and a list of six references conclude the guide. (MN)

ED 358 281 CE 063 805

Greer, Carolyn Melton
Administrator's Guide to Bias-Free Classrooms: Building Bias-Free Learning Environments. Equity Report 107.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 34p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Administrator Guides; *Administrator Role; Attitude Measures; *Classroom Environment; *Educational Strategies; *Equal Education; Females; Instructional Materials; Learning Activities; Nontraditional Students; Questionnaires; Secondary Education; Self Evaluation (Individuals); *Sex Fairness; Student Attitudes; Teacher Attitudes

DESCRIPTORS- Adult Education; *Community Development; Community Involvement; *Community Programs; Developing Nations; Economic Development; Experiential Learning; Extension Education; Foreign Countries; Instructional Materials; Learning Activities; *Needs Assessment; Participative Decision Making; Program Development; *Program Evaluation; *Program Implementation; Teaching Guides; *Team Training; Teamwork; Workshops

IDENTIFIERS- Peace Corps; Solomon Islands

This manual contains materials for a 2-week workshop to train extension staff and community leaders working at the village level in the Solomon Islands. The aim of the course is to improve participants' skills so they are better able to help communities and community groups design and manage community projects. An introduction addresses the team approach in which participants are divided into small teams composed of a mix of government extension officers, nongovernmental field workers, and community leaders who participate in a variety of practical learning experiences; other methods include small action plays, handouts, worksheets, and flip charts. Intended participants, location, and training schedule are also discussed. The manual is divided into six parts. Part 1 introduces the workshop. Parts 2-5, the heart of the training course, set out the steps in developing a community project, namely: assessing needs, planning a project, implementing the plan, and evaluating the project. Part 6 covers participant evaluation of the workshop. Each part is organized by sections: title and time required, aims to be achieved by participants, preparations to be completed by trainers before the start of the section, materials needed, trainer overview summarizing content, and trainer procedures and participant activities. The manual's 29 handouts, 17 flip charts, and 5 work sheets are provided where appropriate throughout the document. Contains 29 references. (YLB)

ED 358 299 CE 063 830

Dahl, Carolyn Carson

Blending the Roles of Interpreter, Entrepreneur, Collaborator. A New Model for Conferences and Institutes Program Planners. The Guide Series.

PUB DATE- 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Learning; *Conferences; *Continuing Education; *Institutes (Training Programs); Money Management; Planning; Professional Personnel; *Professional Services; Program Administration; *Program Development

This six-chapter guide suggests a new approach to describing the knowledge, competencies, and managerial roles inherent in planning effective conferences and institutes. Chapter 1 introduces the many roles of the conferences and institutes program planner and discusses program formats and what makes conference programs unique learning events. Chapter 2 explores more traditional planning models, describes effective program planners as a unique blend of manager-educators performing a series of managerial roles, and discusses the two platforms or bases upon which these managerial roles are built: a knowledge base and a competency base. Chapter 3 considers program risk factors leading to students dropping out of high school was assessed. Data were gathered from four OWA teachers in high schools in Northwest Ohio; information was provided for 27 individual students and 2 groups of 28 students each for the 1992-93 school year. The following factors were studied and compared to the previous school year to see if any changes occurred: (1) student absences; (2) the number of suspensions and the number of days students were suspended; and (3) the number of class failures. Mathematics and reading achievement were also measured using the Wide Range Achievement Test as a pretest (September) and a posttest (May). Results generally supported the hypotheses that the dropout factors would be reduced. There was no statistically significant reduction in absences, although a 33 percent reduction in mean absences in one group and 23 percent reduction in mean absences in another group were observed. Suspensions were significantly reduced, but there were conflicting results concerning the days students were suspended. One group showed a slight increase in the days suspended whereas another group showed a reduction in the number of days suspended. Class failures were significantly reduced. Achievement in reading and mathematics was improved. Further research was suggested to see if students from the OWA programs actually graduated from high school. (Contains 15 references.) (KC)

ED 358 320 CE 063 868

Cappelli, Peter
Is the "Skills Gap" Really about Attitudes? EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; Educational Policy; *Employment Qualifications; *Job Skills; Moral Development; Motivation; *Occupational Surveys; Personality Traits; Predictor Variables; Prosocial Behavior; Public Policy; Secondary Education; *Social Science Research; Unemployment; Values Education; Vocational Adjustment; *Work Attitudes

There is mounting evidence that the most significant deficit of new work force entrants is not an "academic skills gap" but rather poor attitudes concerning work. Despite growing recognition of their fundamental link to the quality of the work force, work attitudes have received virtually no detailed discussion in the public policy arena. Research on socialization and longitudinal studies confirm that work attitudes can indeed be influenced. Employer surveys and personality-based research studies indicate that the strength of the link between various personality traits and job performance varies widely across occupations. Research also confirms that managers can raise worker's motivation, initiative, self-determination, and persistence by providing positive feedback, information, and choices for workers to make. Another important research finding is that prosocial behavior can be developed both on the job and during early childhood. Because family background and early life experiences are good predictors of "hard-core unemployment" and because the key to shaping individuals' moral development probably lies at some middle ground between the social learning and cognitive development perspectives, it appears likely that schools can shape work-related values. The approach of teaching values

ED 358 336 CE 063 916

Mathis, Laura, Ed.; Mizer, Kaye, Ed.
Quest for Quality. Proceedings of National Research Conference on Human Resource Development (College Station, Texas, April 22-24, 1993).
PUB DATE- Apr 93
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Career Development; Computer Assisted Instruction; Conference Proceedings; Curriculum Development; Distance Education; Educational Development; *Educational Quality; *Educational Research; Employed Women; Employment Potential; Higher Education; *Human Resources; Independent Study; Instructional Design; *Labor Force Development; Lifelong Learning; Literacy Education; Personnel Management; Postsecondary Education; Problem Solving; *Quality Control; *Quality of Life; Success

Papers on the theme of quality in human resource development include the following: "Missing Link to Quality: An Examination of the Use of Steven Covey's '7 Habits of Highly Effective People' in State Agencies" (Adair et al.); "Executive Women in Business in the United States" (Bierema); "Extent and Nature of Employee Initiated Learning in the Workplace" (Confessore, Confessore); "Lessons Learned for Multimedia CBI Computer-based Instruction Evaluation Project" (Grozier et al.); "Predicting Employee Success in High Technology Industries" (Ellsworth); "Reflective and Collaborative Writing in Human Resource Development (HRD)" (Gaston, Gaston); "Evaluating an Intelligent Computer-Aided Instruction Authoring System" (Goodman, Swanberg); "Revolution in HRD Instructional Design" (Graham, Bonham); "A Model for the Development of Quality Foreign Language Programs in U.S. Companies Responding to a Global Economy" (Halka, Nolan); "New Employee Adaptation and Socialization" (Holton); "City of Carrollton Training and Development Program" (Kealer); "A Conceptual Systems Approach Model for Creating Collaborative Diagnostic Procedures and Strategies in HRD Settings" and "Theory of Margin as an HRD Problem Solving Tool for Coping with Life Stress" (Londoner); "Establishment and Adaptation of an Effective Organizational Model for Facilitation of a Career Development and Placement Program for Student-Athletes" (McGonagle, McBroom); "A 'New' Quality Tool for Leveraging Human Resources on Large and Complex Problems" (Mann); "Relationship of Gilligan's Moral Orientation and Continuing Educators' Salaries" (Manning); "Ensuring Quality Response to the Marketplace in Establishing a Professional Education Program" (Pevoto); "Performance-Based Assessment of Software Skills Proficiency" (Roberts); "Role of HRD in Successful Small to Mid-Sized Manufacturing Businesses" (Rowden); "Model for Conducting Customer Audits" (Russ-Eft, Horibe); "Development, Review, and Management of HRD Curricula on an Electronic Database" (Scholl); "Total Quality Management in Higher Education" (Schuler); "International Etiquette" (Shou); "Differences in Cognition, Perception, and Social Behavior between the East and West" (Shou, Cai); "Trans-Texas Video Conference Network" (Spillane, Hockenberry); "Organizational Chart Inversion Facilitates Use of Personnel's Multiple Talents" (Stewart, Griggs); "Successful Technical Managers" (Supina); "Evaluation for the Bottom Line" (Tesoro); "Concepts and Issues in Developing Quality Workforce Literacy Programs" (Thach, Seaman); "What's the Difference?" (Watson); "Perceptions of HRD Quality in Health Care Institutions"

Objectives; Competency Based Education; Educational Equipment; Educational Facilities; Evaluation Criteria; Health Occupations; Health Services; *Hospital Personnel; *Instructional Materials; Material Development; Physical Therapy Aides; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test Items

IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in health services occupations in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job duties of physical therapy aides and orderlies and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (suggested course outline and student organization participation); student admissions and teacher standards (student admissions requirements and teacher certification and other qualifications); and instructional resources (professional organizations and support services, teacher-recommended materials, and sample forms). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a health services occupations program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the health services occupations skills and work environment readiness skills covered in the health services occupations program. (MN)

ED 358 354 CE 063 934

Home and Family Management. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 90

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; Educational Equipment; Educational Facilities; Evaluation Criteria; *Home Economics; *Homemaking Skills; *Home Management; *Instructional Materials; Material Development; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test Items

IDENTIFIERS- Florida

This vocational program guide is intended to assist the organization, operation, and evaluation of a program in home and family management in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job duties of homemakers and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (student learning guide and

ED 358 372   CE 063 989

Bitters, Barbara A.; Foxwell, Susan
Wisconsin Model for Sex Equity in Career and Vocational Education. Bulletin No. 93374.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Mar 93
NOTE- 342p.; Revision of ED 325 673.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; Curriculum Development; Elementary Secondary Education; Guidelines; *Models; Parent School Relationship; Program Development; Program Evaluation; *Program Implementation; School Community Relationship; *Sex Fairness; Sex Stereotypes; Teaching Methods; *Vocational Education
IDENTIFIERS- Wisconsin

This guide provides a model to give school district administrators and staff members, especially in Wisconsin, with the direction they need to develop and implement a career vocational equity program. This flexible model focuses on student competencies and school actions necessary to achieve equity. The model segments the process into five phases: (1) building commitment and direction; (2) assessment; (3) planning; (4) action; and (5) evaluation; a 2-year framework is suggested for implementing the plan. The guide also provides strategies and activities for promotion, staff development, affirmative guidance, curriculum, classroom and school environment, administration, and parent and community involvement, including tips, cautions, and suggested resources for each category. Eleven appendixes provide the following: support materials, sample forms, student career surveys, staff surveys, data collection charts, data tabulation work sheets for student career surveys and staff surveys, analysis guide sheets, sample district equity plan format, a selected bibliography listing 32 references, and legislation related to sex equity. (KC)

ED 358 373   CE 063 990

Davis, David S.
Total Quality Management: Public Sector Applications for Training Programs.
PUB DATE- 7 Dec 92
NOTE- 7p.; Paper presented at the Annual Convention of the American Vocational Association (St. Louis, MO, December 7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Employment Programs; Federal Programs; *Job Training; *Management Development; *Organizational Development; Postsecondary Education; Program Effectiveness; *Program Improvement; Standards
IDENTIFIERS- *Job Training Partnership Act 1982; *Total Quality Management

Total quality management (TQM) is based on the fundamental a peer leader program was implemented which provided academic and social support for incoming ninth grade students. Project results are presented which demonstrated that students involved in the majority of program interventions had a greater likelihood of succeeding in school and that ninth grade students who had had frequent peer visits had fewer failing grades. This report documents the problem background and context, describes the project implementation, presents an evaluation of results, and discusses decisions on the future of the intervention. Appendices include survey instruments, teacher and peer leader comments, and a peer/mentor/leader program proposal. Contains 42 references. (NB)

ED 358 392 CG 024 882

Junk, Eva Marie
Selected Variables and a Self-Management Program with Adolescents.
PUB DATE- 27 Apr 93
NOTE- 93p.; M.S. Thesis, Fort Hays State University, Kansas.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Family Structure; Grade Point Average; High Schools; High School Students; Parent Attitudes; *Self Concept; Sex Differences; *Student Attitudes; *Student Behavior; *Student Participation; Teacher Attitudes
IDENTIFIERS- *Self Management

This study was conducted to investigate selected variables and a self-management program with adolescents. The independent variables were group participation status, gender, cumulative grade point average, family structure, and perception of family. The dependent variables were scores from the Youth Behavior Inventory for Student, Youth Behavior Inventory for Parent, Youth Behavior Inventory for Teacher, What Would You Do If? and Self-Concept Inventory. The participants in the study were 38 high school students, 19 of whom participated in the 15-session self-management program and 19 of whom served as a control group. Students, parents, and teachers were administered relevant measures before and after the self-management program participation. The findings revealed that males rated themselves higher than did females on the Youth Behavior Inventory for Students. The findings suggest that there was no association between effectiveness of the self-management program and student participant status, grade point average, family structure, or perception of family. The only significant findings involved gender, such that males had a higher change in selected reported behaviors than did females. (NB)

ED 358 393 CG 024 883

A Self-Evaluation Report of Wisconsin Public Schools, 1991-92: Comprehensive Alcohol and Other Drug Abuse Programs.
PUB DATE- Oct 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Prevention; *Program Effectiveness; *Public Schools; Secondary School Students; Self Evaluation (Groups)
IDENTIFIERS- *Wisconsin

through Word Story More Likely To Have Higher Retention Rates When Retested Two and Four Weeks Later, and Will They Be More Successful at Spelling Unfamiliar Words?
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Retention (Psychology); Spelling; *Spelling Instruction; *Teaching Methods; Word Study Skills

A significant amount of research has revealed that many students memorize words for a test, then later forget the correct spellings. A study examined the effectiveness of two approaches to teaching spelling: the "traditional" method based on grade level speller and deductive thinking; and word study based on recent research on developmental spelling and a more inductive approach. Subjects, seven randomly chosen fourth graders in the word study group and seven randomly chosen fifth graders in the traditional instruction group, were compared on retention of previously learned words and the ability to spell unfamiliar words. It was predicted that the word study group would perform better because they were internalizing word knowledge rather than memorizing spellings. Results were somewhat inconclusive as the word study group performed better in retention but not on the spelling of unfamiliar words. There were many factors which may have influenced the results, thus more research is needed. Findings illustrate the usefulness of being aware of various instructional methods and combining them to best suit the needs of both students and teachers. (Twenty-two figures of data are included; 10 figures of data and 17 references are attached.) (RS)

ED 358 414 CS 011 310

Robertson, Lorraine C.
Attitudes of Remedial Readers in a Basal Reading Program versus an Individualized Reading Program.
PUB DATE- 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Early Intervention; Elementary School Students; Grade 1; *Individualized Instruction; Primary Education; *Reading Attitudes; Reading Research; Recreational Reading; *Remedial Reading
IDENTIFIERS- Virginia (Central)

A study compared attitudes of remedial readers in a basal reading program with those of remedial readers in an individualized reading program. Ten first-grade children, five from each of the respective classrooms, were used. All were classified as low readers jointly by the classroom teacher and with the use of an informal reading inventory taken from the McGuffey Reading Center at the University of Virginia. Each of the children was interviewed using open-ended questions and with a survey published in the "Reading Teacher" in May of 1990. It was found that remedial readers in the individualized reading program had more positive attitudes toward recreational reading and academic reading than remedial readers in the basal reading program. Findings suggest that the characteristics, philosophy, and structure of the reading program affect the attitudes of within the instructional process include a photo album project, writing journals/folders, reading logs, and anecdotal records. The approach in the booklet was developed around beliefs that assessment and evaluation are most valuable when they are: (1) reflective of what is known about language and learning; (2) centered in the classroom; (3) compatible with curricular and instructional goals; (4) qualitative as well as quantitative; (5) multidimensional and leading to a profile of growth and progress over time; (6) focused on and developed alongside the child, parent, and teacher; and (7) informative in guiding decisions for next-step instruction. The booklet presents assessment checklists as a means of demonstrating the growth of the readers and writers in their classrooms. Fifteen references, six additional resources, and five resources for checklists are attached. (RS)

ED 358 437 CS 011 335

Wood, Peter; And Others
In Transition toward Whole Language Instruction.
PUB DATE- 29 Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Elementary Education; Elementary School Teachers; *Grading; Phonics; Reading Research; Reading Skills; *Student Evaluation; *Teacher Attitudes; Teacher Behavior; Tests; *Whole Language Approach
IDENTIFIERS- Experienced Teachers; Ohio (Northwest)

A study examined 78 experienced Northwest Ohio elementary school teachers' orientation toward whole language, teacher-made, and state-mandated tests. The teachers also described their grading policies and distributions and their attitudes toward basal readers and phonics skills. The majority (56%) labeled themselves as over 50% "whole language" in their teaching of reading and language arts. Grade level taught and years of experience did not relate to orientation toward whole language. Those with stronger orientation toward "whole language" tended to be more negative toward testing, the value of phonics skills, and the use of basal readers. Seatwork and tests appeared to dominate as sources for assignments of grades, followed by homework. Few, however, used information from portfolios as a source of grades. Most (81%) did assign A, B, C grades on report cards, but 46% reported skill levels on report cards, and 31% reported improvement grades or ratings. Major concerns focused upon: using portfolios to report to parents and other teachers; having to grade students; and learning more about whole language teaching. Few seemed to worry about the validity of their assessment procedures. (Three tables of data are included.) (Author/RS)

ED 358 438 CS 011 337

Winters, Clyde A.
Non-Standard English and Reading.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

recreate and revise its purposes. (RS)

ED 358 455 CS 213 859

Hochman, Will
The Legacy of Richard Hugo in the Composition Classroom.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; *Discovery Learning; Higher Education; Language Role; Metacognition; Teacher Attitudes; Teaching Methods; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Hugo (Richard)

Richard Hugo's thinking about teaching creative writing can enhance the composition classroom: he offered both practical pointers about writing and advice about self-discovery for all writers. His pedagogy was directed at the most common elements in all writers--their humanity and their relationships to language, ideas, and feelings. "The Triggering Town" was published in 1979 as a collection of a poet's literary essays. It soon became a popular text in creative writing classes because it was useful for both teachers and students. Hugo believed that all students could write at least one "great" poem or story (relative to each writer's abilities and experiences). One of his best methods was explaining how "triggering" thinking could enable a writer to find out what he or she really needs to say. He stressed the idea that the subject should serve the words and that good language skills created more possibilities for individual thinking and feeling. Hugo maintained that emotional honesty is the real source of a teacher's authority. A composition teacher reports that doing his own writing assignments help him to believe in his own emotional honesty. "Metawriting" (telling the story of how an essay was written) can help students to construct the real foundation of a writing process. It is stated that Hugo's belief that creative writing classes can affirm each student's humanity is true of all writing classes. (RS)

ED 358 456 CS 213 861

Ballif, Michelle
Composition: What's Love Got To Do with It?
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Feminism; Higher Education; *Rhetorical Theory; *Teacher Student Relationship; *Writing (Composition); Writing Apprehension; Writing Instruction
IDENTIFIERS- Baudrillard (Jean); *Composition Theory;

writing performance of 30 undergraduate students throughout one semester. Results indicated support for social cognitive theory and prior findings that report a relationship between self-efficacy and performance. A regression model accounted for 68% of the variance in writing performance. Writing skills self-efficacy and the pre-performance measure were the only significant predictors. Writing apprehension was negatively correlated with writing self-efficacy but was not predictive of writing performance. Personal self-efficacy was correlated with writing self-efficacy, outcome expectations, apprehension, and performance but was not predictive of writing performance in the regression model. Findings which support a significant relationship between self-efficacy and related performance suggest that academic performance in an area such as writing can be informed by exploring the confidence individuals bring to this performance. (Three tables of data are included; 55 references are attached.) (Author/RS)

ED 358 475 CS 213 884

Gaffney, Elizabeth
Poetry in the Writing Classroom.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Freshman Composition; Higher Education; *Lyric Poetry; Reading Material Selection; *Songs; Student Reaction; Two Year College Students; Writing Improvement
IDENTIFIERS- Voice (Rhetoric); Westchester Community College NY

Students at Westchester Community College (WCC) are a diverse and often disenfranchised group. To help these students find their own voices, lyric poems are read now and then in a freshman writing course. Initially, lyric poems are read and discussed during the first week of class. Without the fear of reading something incomprehensible, students approach the texts willingly. Lyric poems also succeed as welcome "brief" texts sprinkled here and there throughout the semester. Seamus Heaney's poem "Digging" has served as a bridge between thematic units on family and on education. Because many of the students at WCC are the first in their families to attend college, they hear and appreciate the admiration in Heaney's voice as he speaks of his elders. However, expressive discourse can be risky. A highly charged discussion followed when a student recited the lyrics to Eric Clapton's song "Tears in Heaven." Lyrics succeed in the composition class because students and teachers respond to the voice of loss or grief or celebration. (Five lyric poems are attached.) (RS)

ED 358 476 CS 213 885

Poston, Carol H.
Theory into Practice: Personal Voice, Process, and Portfolio.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

between Whites and African-Americans, and precedes verbal communication cues. As a result, race should be an integral aspect of theories associated with problematic interaction. (Twenty-eight references are attached.) (RS)

ED 358 495 CS 508 198

Youn, Sug-Min
Program Type Preference and Program Choice in Multi-Channel Situation.
PUB DATE- Apr 93
NOTE- 39p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cable Television; Group Behavior; Higher Education; *Mass Media Use; Programing (Broadcast); Regression (Statistics); Television Research; *Television Viewing; Undergraduate Students
IDENTIFIERS- Decision Theory; Research Suggestions

A study investigated the relationship between television program type preference and program choice in a multichannel situation. Program type categories were constructed which tapped in the program type distinction mentally represented in viewers' minds and a more elaborate measure of program choice options was developed. A total of 442 undergraduate students in telecommunication and journalism at a large midwestern university completed a questionnaire. Programming awareness, group viewing compromise, and strength of preference were included as three major moderating variables. A multiple regression test result supported the major prediction: that viewers tend to achieve more preference gratification in multichannel situations, even though the effects of three moderating variables turned out to be insignificant. Further research should replicate the study with a more generalized population (university students are not representative of the population at large). (Thirteen tables of data are included. Contains 32 references.) (Author/RS)

ED 358 496 CS 508 199

Sakaguchi, Jo Ann; And Others
Appearing To Deceive while Answering Questions: Suspicion Bias, Probing Effects, and the Nonverbal Primacy Effect in the Courtroom.
PUB DATE- Feb 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cheating; Communication Research; *Deception; Higher Education; Interpersonal Communication; *Nonverbal Communication; Predictor Variables; Undergraduate Students
IDENTIFIERS- Courtroom Procedures; Jurisprudence; Questions

A study examined truth bias, probing, and prebriefing as they relate to perception of deception, and whether nonverbal cues can be stronger predictors of the perception of deception than verbal cues. Subjects, 113 students from a large western

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgets; *Cost Effectiveness; *Costs; *Educational Finance; Elementary Secondary Education; Expenditures; Operating Expenses; School Schedules; *Year Round Schools

Cost issues associated with year-round schools (YRS) are examined in this paper, which asserts that the cost of operating a YRS program depends on a district's classroom space and student population. YRS is recommended if there is a need to utilize classroom space or school facilities more efficiently to accommodate a student population that exceeds a district's available classrooms. Use of the multiple-track plan, as opposed to the single-track plan, can yield substantial savings in both operating and capital costs. The simulation-cost model is recommended as the optimal approach for analyzing the cost of YRS. This paper explains four cost-analysis categories for examining YRS and traditional-calendar school (TCS) costs: avoided, transition, projected operating, and incidental costs. A formula that combines the four cost categories and the simulation-cost model is offered as a way to compare a YRS budget with a simulated TCS program budget. A conclusion is that YRS programs have the potential to reduce educational costs in communities experiencing population growth. However, other factors, such as academic program efforts and social considerations of the stakeholders, must be incorporated into the information system. Two figures and four tables are included. (LMI)

ED 358 516 EA 024 922

Hafner, Anne L.
Developing Model Student Information Systems: Promising Practices.
PUB DATE- Dec 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Database Management Systems; Data Collection; Elementary Secondary Education; *Information Management; *Information Systems; *Information Technology; Information Utilization; *Records Management; School Based Management; Student Characteristics

This paper describes promising practices in developing model student information systems, with a focus on information management and administrative record keeping. Three school districts with exemplary information systems are profiled, using data derived from document analysis, on-site observation, and interviews with district and site-level staff. The three sites profiled are: Anaheim Union High School District, California; San Diego Unified School District, California; and Montgomery County Public Schools, Maryland. Each profile describes the district's general information system, impetus and support for the system, how its technology is organized, types of data collected and used, problems and benefits of the system, and staff training. Strategies shared by the districts include: (1) obtaining stakeholder participation; (2) procuring top administrative and funding support; and (3) developing a data dictionary and common standards. Promising practices involve the use of interdistrict collaboration, site-based technical support staff, a monitoring system, and a long-term

DESCRIPTORS- Educational Innovation; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Ethical Instruction; *Humanitarianism; Integrity; Learning Processes; *Teaching Methods; *Thinking Skills

This paper offers a different perspective for teaching and learning--the "thoughtful" perspective--as an alternative to the current technocratic perspective. The technocratic frame of reference implicitly proposes that any problem is amenable to programmatic definition and solution. The following three propositions are presented: one's perspective influences one's professional actions; the predominant perspective in teaching is currently technocratic; and the perspective of thoughtful teaching and learning is conducive to developing the schools we want. Six elements of the "thoughtful" perspective, offered as a counterpoint to the technocratic one, are described: (1) education's fundamental purpose is to release one's potential; (2) potential is tied to the power of the mind; (3) therefore, helping persons to understand the power of their own minds is a significant school endeavor; (4) thoughtful education includes human relationships; (5) advanced thinking goes beyond information that is given; and (6) leadership means creating and maintaining settings in which thoughtful work and human interactions are encouraged. A conclusion is that educators must consider the implications of failing to develop mind and human potential. (Contains 14 references.) (LMI)

ED 358 537 EA 024 972

Kruse, Sharon D.; Louis, Karen Seashore
An Emerging Framework for Analyzing School-Based Professional Community.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Collegiality; Community; Educational Cooperation; Elementary Secondary Education; *Interprofessional Relationship; *Organizational Climate; *Organizational Communication; *School Based Management; *Teaching (Occupation)

This paper attempts to blend the literature on professionalism with the literature of community, thus positing a framework for a school-based professional community. Sociologists have long distinguished between occupations--even high status ones--and professions. Among the key distinctions of professionalism are: a technical knowledge base shared among all members of the profession; membership control over entry to the profession; and a strong client-orientation which emphasizes putting client needs before personal interest. The literature on community has stressed the importance of broadly shared values and behavioral norms, a sense of responsibility for the collective good, and the need for an extended relationship of caring among individuals. Blending these two literature bases into a coherent framework for school-based professional community suggests an integrated professional-community model that combines a universally applicable knowledge base rooted in the discipline of teaching with organizational factors, such as values, climate, and caring relationships. The professional-community model assumes that knowledge of organizational settings improves performance and that a sustained focus on student learning, rather than on decision-making models or establish developer impact fees for sidewalks, pathways, and school bus stops; (3) require school bus stops in new subdivisions; (4) establish statewide rules for crosswalk safety; (5) change laws for school bus stop violators; (6) provide resources for drivers of special-need students; (7) provide school bus drivers with student management resources; (8) equip school buses with crossing arms; (9) mandate a school safety education program; (10) provide hazardous walking funding for social problems; and (11) replace obsolete school buses. A list of task force members and a table of the recommendations' estimated costs are included. (LMI)

ED 358 557   EA 024 997

Ledel, Marjorie; Arnsparger, Arleen
How To Deal with Community Criticism of School Change.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; Administrator Role; *Communication Skills; *Community Support; Educational Change; Elementary Secondary Education; *Public Relations; *Public Schools; *School Community Relationship; *School Restructuring

Strategies for administrators who deal with community criticism of school change are provided in this handbook. Chapter 1 explains the need for a comprehensive communications strategy and a communications team. Chapter 2 describes ways to build support with various constituencies, including how to gather information about different groups' concerns and how to identify opinion leaders. The third chapter discusses how to talk plainly about school restructuring, including a list of "red flag" terms and commonly asked questions. Different formats for effective communication are described in chapter 4. The fifth chapter offers guidelines for working with the media to distribute information. Chapter 6 provides suggestions for responding to three specific attack strategies. The final chapter concludes that even if no organized opposition to school change exists, educators must communicate effectively and democratically. Without public understanding and support, restructuring efforts will be difficult, if not impossible, to initiate and maintain. One figure and a list of 15 resources are included. (LMI)

ED 358 558   EA 024 998

Study of Public Elementary and Secondary Education. Bulletin No. 93-3.
PUB DATE- Sep 92
NOTE- 133p.; Appendix D contains small print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; Educational Planning; Elementary Secondary Education; *Public Schools; *State Government; *State Legislation; *State Programs; *State Standards; Student Educational Objectives
IDENTIFIERS- *Nevada

PUB DATE- Jun 93
NOTE- 4p.; Based on "Projections of Education Statistics To 2003," see ED 354 256.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Business Cycles; *Costs; *Economic Impact; *Educational Economics; *Educational Trends; Elementary Secondary Education; *Expenditures; Federal Aid; Income; State Aid

This issue brief presents projections for current expenditures in public elementary and secondary schools in the United States. The following areas are examined: the historical association between the economy and the level of expenditures; the importance of funds from state and federal governments; the effect of the next decade's anticipated enrollment increases on current expenditures; and factors that affect the accuracy of the projections for current expenditures per pupil. Four tables/graphs are included. (LMI)

ED 358 578 EA 025 041

Harisun, Marelle
Social Justice Resource Schools: A Case Study of a School Effectiveness Strategy.
PUB DATE- Jan 91
NOTE- 17p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, January 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Educational Administration; Elementary Secondary Education; Foreign Countries; *Leadership; Program Effectiveness; *Program Implementation; *Program Improvement; *School Effectiveness; Social Action
IDENTIFIERS- *Australia (South Australia)

This paper traces one example of area support for schools to show how an administrator can initiate school-effectiveness work. The paper describes the implementation of an intervention plan for social justice and improved educational outcomes for aboriginal students, the Social Justice Resource Schools (SJRS) program, which was established in the western area of South Australia. An analysis of the initiation and implementation phases suggests that the program and schools have incorporated all the factors for effective initiation at a satisfactory level. The leadership roles necessary for moving from policy to implementation include building a vision, taking the initiative, empowering participants, procuring funding, and coping with problems. This case study demonstrates that it is possible for an educational administrator to conduct action research on initiating a major policy implementation program, to model the implementation processes, and to facilitate school improvement through action research. One table is included. (LMI)

ED 358 579 EA 025 042

Kim, Hye-Sook
A Microeconomic Approach to the Issue of Quality in the Teaching Force.

severe disabilities, an average chronological age of 48 months, and an average developmental age of 29 months. Parents participated in 15 or 16 small group sessions facilitated by program support staff and organized around the Parents Involved in Education curriculum. Classroom teachers were only minimally aware of the goals and activities of the parent involvement program. The combined study data indicate that the supplemental parent involvement component had a small impact on children's developmental progress immediately after the intervention but effect size was small (average only .18). On family outcome measures only one statistically significant difference was found--in perceptions of family social support. Results raise questions regarding the efficacy of this form of parent involvement. (Contains 16 references.) (DB)

ED 358 597 EC 302 159

Ordover, Eileen L.; Boundy, Kathleen B.
Educational Rights of Children with Disabilities: A Primer for Advocates.
SPONS. AGENCY- Legal Services Corp., Washington, D.C.; Mental Health Law Project, Washington, DC.
PUB DATE- 91
NOTE- 132p.; Funds were also provided by the Agent Orange Class Assistance Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Child Advocacy; *Compliance (Legal); Conflict Resolution; Definitions; *Disabilities; Discipline; Due Process; Early Intervention; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Individualized Education Programs; Legal Responsibility; Parent School Relationship; Pupil Personnel Services; Rehabilitation; School Law; Social Discrimination; Special Health Problems; Student Evaluation; Student Placement; *Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

Intended for child advocates, this book analyzes children's educational rights under two federal statutes, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The nine chapters address the following topics: (1) the statutory framework of the two laws (including eligibility, age ranges, operation, and reach); (2) content, quality, and the meaning of "free appropriate public education" (e.g., meanings of "special education," "related services," and "least restrictive environment"); (3) special issues regarding related services (e.g., the "medical exclusion," in-school assistance with health-related needs, and children with substance abuse problems or psychiatric disorders); (4) educational evaluations (rights, procedures, and safeguards); (5) individualized education programs, placement decisions, and parent participation; (6) procedural safeguards and dispute resolution (e.g., surrogate parents, administrative complaints, due process, civil action); (7) discrimination against children who have AIDS (acquired immune deficiency syndrome), are positive for HIV (human immunodeficiency virus), or are carriers of hepatitis B; (8) discipline of students with disabilities (statutory entitlements and unresolved issues); and (9) early intervention for exceptional children; (3) exceptional students served in private schools; and (4) comparison of results from this 1991-92 survey to those of a 1988-89 survey conducted by Alberta Education. Findings include: 11.3 percent of the student population were identified as students with special needs; over 60 percent of students with special needs were served full-time in regular classrooms; ECS private operators reported a relative incidence rate of 14.1 percent children with special needs; and private schools, excluding those whose mandate is exclusively special education, identified 6.8 percent of their enrollment as students with special needs. Appendixes provide definitions, lists of participating schools, data on interagency services, and comments from respondents. (JDD)

ED 358 616 EC 302 178

Snart, Fern, Comp.; Vaselenak, Lisa, Comp.
The Integration of Students with Special Needs into Educational Settings: An Annotated Bibliography.
PUB DATE- 93
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Educational Methods; Elementary Secondary Education; *Mainstreaming; Mild Disabilities; *Special Needs Students

This annotated bibliography lists almost 1,200 journal articles published between 1985 and 1991 and drawn primarily from the ERIC and PsycLIT databases, focusing on issues which affect the educational integration of children and adults with special needs. Primary attention is given to articles discussing the methods and needs of students with mild to moderate handicapping conditions. Specific topics include assessment, attitudes, cross cultural issues, early education, adult education, secondary education, behavior problems or autism, communication problems, hearing impairments, intellectual handicaps, learning disabilities, physical disabilities, visual impairments, English as a Second Language, legal issues, program evaluations, physical education, social factors, teacher preparation and inservice, teaching methods, use of music, and use of computers and other technology. A subject index provides access to the bibliography entries, which are arranged alphabetically by author. (JDD)

ED 358 617 EC 302 179

Kryzanowski, Elaine
Youth with Severe Behavior Disorders: A Literature Review and Survey Results.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; Day Programs; *Educational Methods; Elementary Secondary Education; Etiology; Foreign Countries; Incidence; Intervention; Models; National Surveys; Program Effectiveness; Residential Programs; Severe Disabilities; *Special Programs; *Special Schools
IDENTIFIERS- Alberta; *Canada

This document presents a literature review on effective educational programs for students with severe behavior

(Contains 406 references). (DB)

ED 358 636 EC 302 199

Karasoff, Patricia; And Others
Systems Change: A Review of Effective Practices.
PUB DATE- Dec 92
NOTE- 206p.; In: Campbell, Patrick, and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final Report; see EC 302 196.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Change Strategies; *Disabilities; *Educational Practices; Elementary Secondary Education; Evaluation Methods; Information Dissemination; *Mainstreaming; Program Implementation; *Severe Disabilities; Social Integration; State Programs; *Systems Approach
IDENTIFIERS- California

This review of effective practices in state-wide systems change was conducted as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and to facilitate the integration of students in special classes in regular schools into general education. A "Systems Change Review Tool" was developed in cooperation with major systems change efforts in 16 states. Critical activity areas identified and verified by this measure constitute the main sections of the manual, addressing: (1) Facilitating Locally Owned Change (Ann Halvorsen); (2) Increasing Awareness and Knowledge of Best Practices (Ann Halvorsen); (3) Supporting the Implementation Effort (Morgan Alwell); (4) Promoting Collaboration (Morgan Awell); (5) Dissemination Activities (Morgen Alwell); and (6) Evaluation Change (Patricia Karasoff). Within each section, information is provided on: a rationale for the activity's inclusion in a comprehensive approach to systems change; a narrative describing relevant strategies with examples and case studies; and an annotated listing of selected strategies utilized across the states within each critical activity area. Appendices provide a directory of systems change projects, a list of products from system change projects, and sample systems change discrepancy analysis worksheets. (Contains 59 references.) (DB)

ED 358 637 EC 302 200

Neary, Tom; And Others
Curriculum Adaptation for Inclusive Classrooms.
PUB DATE- Dec 92
NOTE- 182p.; In: Campbell, Patrick, and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final Report; see EC 302 196.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Classroom Environment; *Curriculum Development; *Delivery Systems; *Disabilities;

Bloomington (Indiana); Redmond (Washington); Boulder (Colorado); Holt (Michigan); Littleton (Colorado); Albuquerque (New Mexico); and Gaithersburg (Maryland). Appendices include: a listing of responsibilities of both regular and special educators; definitions of various integration models; a sample format for integration model contracts; and sample elementary report card formats. (Contains 46 references.) (DB)

ED 358 654   EC 302 218

Burrello, Leonard C., Ed.; Wright, Pamela, T., Ed.
Strategies for Inclusion of Behaviorally Challenging Students.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; *Behavior Problems; *Disabilities; Elementary Education; High Risk Students; Inservice Teacher Education; *Mainstreaming; Needs Assessment; *Program Development; Program Evaluation; *Regular and Special Education Relationship; Special Education; Teacher Attitudes; *Team Teaching; Teamwork
IDENTIFIERS- Janesville Public Schools WI; *Teacher Collaboration

This paper describes a pilot project at a Janesville (Wisconsin) elementary school, which uses a cooperative teaching approach to integrate all special education and at-risk students, including students with behavioral problems, into general education settings. Key program components include teaming, collaboration, cooperative learning, joint ownership for student integration, effective teaching practices, and development of teacher skills in adapting and modifying the curriculum to meet student needs. Program development is summarized, including development of a mission statement by a steering committee and development of a 4-year time task calendar to accomplish staff development needs and action plans identified by the steering committee. These included building needs assessment during the first year and extensive staff training on team member roles and responsibilities during the second year. Evaluation by staff after the second year of program implementation rated the program very positively. The third year saw continued inservice training and establishment of a core team to oversee team teaching efforts. The fourth year focused on expansion of the "Power of Positive Students" program, ongoing monitoring of the integrated program, and inservice training of new participants. The program has resulted in a stronger sense of community and a total school commitment to a philosophy of inclusion. (Contains 9 references.) (DB)

ED 358 655   EC 302 219

Striffler, Nancy
Current Trends in the Use of Paraprofessionals in Early Intervention and Preschool Services. NEC*TAS Synthesis Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 93
NOTE- 30p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

stresses developmental growth in general coping and cognitive skills and in specific functional learning skills. ERIN is not a specific curriculum but a guide for adapting the learning environment to the observed needs of a range of children. The program includes six key components: (1) screening and child find; (2) observation and evaluation; (3) individual education program development; (4) teaching strategies and techniques; (5) home/school partnership; and (6) a coordinated program to ease transition from one school/program to the next. ERIN has developed demonstration centers to locally support services to young children and families, and provides on-site supervision/consultation for program planning, needs assessment, implementation assistance, and program evaluation. This final report combines text and detailed statistical data to document the program's activities in the areas of site stimulation, evaluation, awareness, dissemination, and product development. An appendix provides sample site documentation for three on-site trainings conducted at Educational Service District 113 in Olympia, Washington. (JDD)

ED 358 672 EC 302 236

O'Brien, John; And Others
Action for Inclusion: How To Improve Schools by Welcoming Children with Special Needs into Regular Classrooms.
SPONS. AGENCY- Imperial Oil Co. Ltd., Toronto (Ontario).
PUB DATE- 89
NOTE- 64p.; Published by Inclusion Press.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Educational Environment; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Parent School Relationship; Program Implementation; School Community Relationship; Secondary School Students; *Social Action; Social Integration; *Special Needs Students

This manual outlines a process for building the good working relationships needed to develop inclusive school environments. It outlines five steps involved in achieving inclusion of children with special needs in ordinary classrooms: (1) clarify the family's intention to include their child in the neighborhood school and get to know the child's dreams and gifts; (2) enlist the principal's help in including the student; (3) enroll the classroom teacher in including the student; (4) involve the student's classmates in welcoming the student to the class; and (5) gather the people involved (students, family members, teachers, and administrators) to develop a process for adaptation of curriculum and class routine, through the MAPS (making action plans) technique. The approach involves designating someone to act as a consultant to facilitate integration; this consultant can work for the school or can begin as an ally of the family and build a relationship with school personnel as the process continues. (JDD)

ED 358 673 EC 302 267

Webb, James T.; Latimer, Diane
ADHD and Children Who Are Gifted. ERIC Digest #522.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Case Studies; College Students; Graduate Students; Higher Education; Hindi; *Individual Differences; *Language Processing; *Learning Processes; *Learning Strategies; Oral Language; *Protocol Analysis; Second Language Learning; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- Total Physical Response

A study used the think-aloud method to determine how adult learners beginning to learn a second language through oral input construct meanings, and what processing behaviors they engage in to help them construct future meanings more effectively. The subjects, 5 adult undergraduate and graduate students aged 23-55, were taught 20 Hindi lessons individually using the Total Physical Response method. Each lesson contained about 50 utterances, some of which were reviews of constructions already studied. The subjects were asked to think aloud and self-report when they were having difficulty during a teaching session. Sessions were videotaped, transcribed, and analyzed for patterns. Qualitative and quantitative differences in the strategies used to build on prior learning were found in all subjects, and five distinct styles emerged. Strategies included: focusing on single words; analyzing input into content of words and using pragmatic knowledge to determine meaning; translation; focusing on sentence constituents; processing in Hindi without resorting to translation; translating constituent parts when too complex for second-language analysis; separating the utterance into "chunks" before analysis of constituents; gestalt approach, with little conscious linguistic processing; induction of grammatical rules; inference by process of elimination; and repetition. (Contains 33 references.) (MSE)

ED 358 696 FL 021 012

Virtanen, Tuija
Discourse Functions of Adverbial Placement in English. Clause-Initial Adverbials of Time and Place in Narratives and Procedural Place Descriptions.
PUB DATE- Dec 92
NOTE- 411p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adverbs; *Context Clues; *Discourse Analysis; *English; *Grammar; Sentence Structure; *Written Language
IDENTIFIERS- *Clauses

An analysis of adverbial placement in written contemporary English focuses not on the sentence or clause context, as in conventional analyses, but on the textual or discoursal influences on placement. Specifically, the study examines: (1) the major textual and discoursal motivations behind clause-initial placement of adverbials of time and place in two types of text (narratives and procedural place descriptions); (2) central notions such as text strategy, text type, or text-strategic continuity; (3) a text typology for study of texts; and (4) contributions to general knowledge of text and discourse. An introductory chapter describes basic concepts of text and discourse under consideration. In chapter 2, adverbials are viewed from a sentence-grammar perspective. Chapter 3 outlines the study's methods and materials, and text strategy is discussed in general terms in chapter 4. In chapters 5-7, the textual and discourse factors are discussed individually with respect to their effects on adverbial environmental monitoring, including information on monitoring environmental variables and monitoring the mountain environment. Sections IV, V, and VI analyze three examples of training for monitoring the environment in Italy: two in the Valtellina Region, a mountain area where there was a major flood in 1987, and another in the Lake Trasimeno Region in Umbria. Section IV describes International Geophysical Center training designed to complement a university degree. Section V addresses training activities of the organization Cooperativa Rilancio Valtellina in Sondrio for mountain territory technicians. Section VI describes a training course for environmental control technicians offered by the National Center for Professional Training about New Technology for Integrated Projection and Environment. Appendixes include information on content of the training activities. (YLB)

ED 358 245 CE 061 980

Rainbird, Helen
The Effectiveness of Training Boards: A Case Study of the United Kingdom. Training Discussion Paper No. 99.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Adult Education; Advisory Committees; *Educational Finance; *Educational Planning; Employers; Federal Aid; Federal Government; *Federal Legislation; Foreign Countries; Grants; Incentives; Industrial Training; *Job Training; *Labor Force Development; National Programs; Postsecondary Education; *Public Policy; Secondary Education; Vocational Education
IDENTIFIERS- *Industrial Training Boards; United Kingdom

The levy-grant system that operated under Britain's 1964 Industrial Training Act was the most effective incentive mechanism for increasing the volume and improving the quality of training. Strengths of the act's Industrial Training Boards (ITBs) were employer-funded training, collection of data on training in companies to guide planning, and improvement of traditional areas of training. However, the ITBs were relatively independent of central government interventions, resulting in the perception of interest groups represented on them that they controlled the boards; ITBs also failed to fulfill a national labor force planning function. The 1973 Employment and Training Act attempted to overcome shortcomings of the 1964 act by introducing central coordination and planning of national labor force policy. It weakened instruments for its implementation by amending the levy system and exempting small firms. Introduction of state funding made ITBs dependent on government needs and vulnerable to changes in policy, and it subordinated industrial requirements to those of the central government. After 1979, the ideological thrust of the government's policy toward nonintervention and public expenditure cuts resulted in abolition of most ITBs and reliance on firms to identify and meet their own training needs. However, the voluntary arrangements that replaced ITBs had no powers to raise a levy, no incentive or control mechanisms over training, and no information on training carried out in companies for planning. (Contains 12 references.) (YLB)

ED 358 246 CE 062 167

career, earnings/salary, hours of work, preparation for this job, helpful high school courses, other training, characteristics/behaviors/attitudes/special qualifications required by the job, additional hints or information, future outlook, and source(s) for additional information. Representative jobs are as follows: accountant, actor/actress, pilot, anesthesiologist, radio and television announcer, therapist, heavy equipment operator, audiologist, auto mechanic, baker, bartender, biophysicist, boilermaker, bookkeeper, bricklayer, carpenter, cartoonist, mason, child day care worker, chiropractor, engineer, clergy member, clerk typist, computer operator, counselor, dental assistant, physician, dietitian, disc jockey, drafter, economist, emergency medical technician, farmer, fire fighter, garbage collector, geologist, home economist, horticulturist, hotel clerk, teacher, janitor, lawyer, librarian, rancher, machinist, manager, marine surveyor, material handler, midwife, nurse, oceanographer, parking lot attendant, pharmacist, pipe fitter, police officer, programmer, recreation leader, sales agent, sandblaster, sociologist, sound mixer, statistician, systems analyst, taxidermist, teller, tool and die maker, translator, upholsterer, watch repairer, and yard coupler. (YLB)

ED 358 263 CE 063 787

Instructional Support Services. Vocational Education Program Courses Standards.
PUB DATE- Jul 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; Correctional Education; *Course Content; Delinquency; *Disabilities; *Disadvantaged; Individualized Education Programs; Postsecondary Education; *Pupil Personnel Services; Secondary Education; Special Education; *State Standards; Student Personnel Services; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Florida

This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Instructional Support Services provide an opportunity for handicapped or disadvantaged persons to receive vocational education instruction on an equal basis with non-handicapped and non-disadvantaged persons. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. The course standards covered in this document include the following: system for applied individualized learning, vocational education for the handicapped, vocational work evaluation, and vocational education for residential youth offenders. (KC)

ED 358 264 CE 063 788

This booklet is designed to help high school administrators turn their schools into bias-free learning environments. The first section covers the meaning of sex equity, the magnitude of the sex bias problem, preparation needed for bias-free learning, and implications for administrators. Section 2 lists and describes six appended activities and tools that are designed to be used individually or in small groups to help school staff and/or students develop an awareness of sex equity. Outlined in the third section are suggested strategies for administrators to use in relation to the following: supportive climate, communication and publicity, communication and scheduling, materials, and community relations. Support materials related to the following topics are provided in section 4: key principles of sex equity, positive impacts of sex equity, definitions of key terms, the job market of 2000, the issue of dropping math in high school, and traditional versus nontraditional women's perceptions. Six inventories, quizzes, and attitude measures dealing with such sex equity issues as male and female employment patterns, nontraditional careers, sex role attitudes, and legal equity are appended. A nine-item bibliography and resource list concludes the guide. (MN)

ED 358 282 CE 063 806

Hinkle, Bonnie B.
The Counselor and Bias-Free Career Planning Programs: Preparing Students for Improved Decision Making. Equity Report 108.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE- 93
NOTE- 25p.; For related documents, see CE 063 798-807.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Counseling; *Career Guidance; *Career Planning; Counseling Techniques; Counselor Client Relationship; *Counselor Role; Counselor Teacher Cooperation; Decision Making; Educational Legislation; Equal Education; Females; Guidance Programs; Males; *Program Development; School Business Relationship; *School Counselors; Secondary Education; Secondary School Students; Sex Bias; *Sex Fairness; Vocational Education

This guide is designed to assist school counselors in developing bias-free career planning programs that will in turn help students' improve their decision-making skills. The following topics are covered: the counselor and bias in career planning, counseling concerns for women, counseling concerns for men, the counselor's role in bias-free career planning, legislation and a bias-free vocational education program, the counselor as an advocate in information dissemination and program practice, suggestions for working with teachers, suggestions for working with parents, suggestions for working with employers and the community, bias-free career planning, and strategies for developing a bias-free career planning program. (MN)

ED 358 283 CE 063 807

Greer, Robert
Mentor's Guide to Improved Equity in Decision Making: Roles, Methods, and Influences. Equity Report 109.
SPONS. AGENCY- North Texas Univ., Denton.; Texas Education

planners as organizational interpreters who must relate their activities in the planning process to the milieu of internal and external missions, expectations, and limits. Chapter 4 explores the entrepreneurial role of the program planner: organizing, managing, and financial management. Chapter 5 focuses on the program planner as builder of effective relationships on several dimensions--with external publics, internal constituencies, service providers, and various levels of support staff and coworkers. Chapter 6 highlights three themes of the guide that shed light on the roles of the program planner: connection, collaboration, and credibility. (Contains 53 references.) (YLB)

ED 358 300 CE 063 833

McIlroy, John, Ed.; Westwood, Sallie, Ed.
Border Country: Raymond Williams in Adult Education.
PUB DATE- 93
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Learning; Adult Literacy; Biographies; *Cultural Awareness; Cultural Education; Educational History; *Educational Philosophy; Foreign Countries; Higher Education; Interdisciplinary Approach; Literacy Education; Literary Criticism; Literature; *Popular Culture; *Social Change; *Social Science Research
IDENTIFIERS- Great Britain; *Williams (Raymond)

This volume brings together a collection of writings from 1946-61 by Raymond Williams, a British university adult educator. Section 1 is a brief account by McIlroy of Williams' involvement in teaching adults, his intellectual influences, and the relationship of his educational and intellectual life to his personal experience and political concerns. Section 2 is a selection of Williams' published work that documents his chief intellectual concerns. It presents 14 writings ranging from pieces in the journals "Politics and Letters" and "The Critic" through early essays on the theme of culture and society to his review of "The Uses of Literacy," an extended dialogue with Richard Hoggart, and a contemporary evaluation of the New Left. Section 3 illustrates the changing curriculum and methods of literature teaching in university adult education and illuminates, in 12 articles on teaching culture and environment, public expression and film criticism, the beginnings of today's cultural studies. Section 4 is a series of 15 essays in which Williams analyzes contemporary controversies and concerns in adult education and reflects on the philosophy and purpose of adult education. Section 5, Retrospect and Prospect, contains an essay by McIlroy integrating Williams' intellectual production with his role as a tutor in adult education and a discussion by Westwood of Williams' later book, "Towards 2000." An index is provided. (YLB)

ED 358 301 CE 063 836

The Approval and Accreditation of Degrees and Related Qualifications. Quality Assurance in Education and Training.
PUB DATE- Apr 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

along the lines of social learning or the situationist model also appears promising. (Contains 82 references.) (MN)

ED 358 321 CE 063 870

Barley, Stephen R.
The New Crafts: The Rise of the Technical Labor Force and Its Implication for the Organization of Work. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Organization; Economic Change; Economic Research; *Employment Patterns; Futures (of Society); *Labor Force Development; *Labor Market; Occupational Surveys; *Organizational Change; Professional Occupations; Research Needs; Research Projects; Social Change; *Technical Occupations; *Technological Advancement

Over the past 4 decades, the number of professional and technical workers has increased by 282 percent, and economic forecasts indicate that this trend of rapid growth will increase. The bureaucratization of the professions, expansion and application of scientific knowledge, and technological change have all fueled a "technization" of the work force. The trend toward an increasingly technical work force has not only necessitated a better educated work force but has challenged the ways in which the work force and workplace are currently conceptualized and organized. The vertical division of labor that has become increasingly dominant in Western society since the beginning of the 19th century is showing signs of strain because technical occupations (referred to as the "new crafts") are becoming increasingly analytic and are requiring ever-increasing amounts of specialized education. In view of these changes, researchers associated with the Program on Technology and Work at Cornell's School of Industrial and Labor Relations have undertaken a 5-year program to build a comparative database to facilitate the development of a grounded theory of technical work. (Contains 96 references.) (MN)

ED 358 322 CE 063 871

Nelsen, Bonalyn J.; Barley, Stephen R.
Practice Makes Perfect: Emergency Medical Technicians and the Social Negotiation of a Skilled Occupational Identity. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Allied Health Occupations Education; *Emergency Medical Technicians; Emerging Occupations; Interaction; Job Skills; Medical Services; Occupational Information; Postsecondary Education; Professional Recognition; *Skilled Occupations; *Technological Advancement; Unskilled Occupations; *Volunteers

Most scholars adopt one of two orientations when explaining why some occupations are more skilled than others: realism or constructionism; both views would benefit from a consideration

(Welborn); "New Dimensions in Distance Learning" (Williams, Paprock); and "Meeting Customers Needs for Distance Learning Information" (Thach et al.). (YLB)

ED 358 337 CE 063 917

Agricultural Production. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 90
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Animal Husbandry; Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; *Educational Resources; Entry Workers; Field Crops; Job Skills; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of an agricultural production program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for agricultural production courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: teacher certification, professional organizations and support services, facility design for agricultural production laboratories and classrooms, equipment, safety, program implementation, teacher professional development, and instructional resources (a listing of 20 print materials, 10 audiovisuals, and 3 computer software programs). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, activity, performance objective, enabling objectives, terms, procedures, information sheets, self-check and answers, and a written test with answer sheet. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in agricultural production. (KC)

ED 358 338 CE 063 918

Agritechnology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Engineering; *Agricultural Production; Animal Husbandry; Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; Educational Resources;

student organization participation); professional considerations (teacher certification, professional organizations, and organizations providing support services); and instructional resources (sources of print and audiovisual materials and software, state-adopted instructional materials for the years 1988 through 1994, and teacher-recommended materials). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a home and family management program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the home and family management skills and work environment readiness skills covered in the program. (MN)

ED 358 355   CE 063 935

Industrial Electronics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
  Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; Behavioral Objectives; Competency Based Education; Cooperative Education; Educational Facilities; *Electromechanical Technology; Electronic Equipment; *Electronics; Electronic Technicians; Equipment Maintenance; Evaluation Criteria; *Instructional Materials; Machine Repairers; Material Development; Mechanical Equipment; Postsecondary Education; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Student Organizations; Student Participation; *Trade and Industrial Education
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in industrial electronics in school districts, area vocational centers, and community colleges. The following topics are covered: program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources; facilities (facility design recommendations and safety, maintenance, and liability); suggested equipment; and professional development (technical updating and teacher standards and related professional organizations and support services). A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in an industrial electronics program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the industrial electronics skills and work environment readiness skills covered in the industrial electronics program. (MN)

ED 358 356   CE 063 936

Industrial Machinery Maintenance and Repair. Florida Vocational philosophy that it is always more effective to do something right the first time than it is to correct deficiencies. It seeks to improve quality and increase customer satisfaction by restructuring traditional management and organizational practices. Common characteristics of TQM include the following: customer-driven; strong leadership; employee participation; continuous improvement; action based on facts, data, and analysis; and prevention versus inspection. TQM was initially applied to manufacturing, although it is now finding applications in the service sector, including health, finance, and human services. TQM can be applied to employment and training activities such as Job Training Partnership Act (JTPA) Title IIA adult training programs. JTPA programs include performance standards such as employment rate and earnings at follow-up. Activities that lead to these performance standards include recruitment, certification, training and supportive services, placement, and retention and follow-up. The tenets of TQM can be applied to this process by planning backward from desired outcomes to initial activities. For JTPA this means planning should start with retention and work backward toward recruitment. In this way, performance standards can be used as the basis of employment and training TQM. Continuous monitoring is necessary to ensure that program standards are updated and that activities are revised to help program participants meet the standards. TQM can benefit service providers, service delivery areas, and the JTPA system by more effective use of resources, and will result in participants being trained to meet the quality expectations of employers. (Contains 9 references). (KC)

ED 358 374   CE 064 135

Reaching the Goals. Goal 5: Adult Literacy and Lifelong Learning.
PUB DATE- Jul 93
NOTE- 50p.; Prepared by the Goal 5 Work Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Learning; *Adult Literacy; Citizenship Education; College Programs; Educational Change; *Educational Needs; *Educational Objectives; Educational Research; *Educational Trends; *Education Work Relationship; *Lifelong Learning; Literature Reviews; Midlife Transitions; Part Time Students; Postsecondary Education; Research Needs; School Business Relationship; Technological Advancement; Transitional Programs
IDENTIFIERS- *National Education Goals 1990

Goal 5 of the National Education Goals states that by the year 2000 every adult American will be literate and possess knowledge and skills necessary to compete in a global economy. An in-depth review of current research and literature on issues related to adult literacy and lifelong learning was conducted. The review focused on the following issues related to literacy and lifelong learning: the school-to-work transition; opportunities for training in the skills needed to adapt to emerging technologies, work methods, and markets; programs to meet the needs of part-time and midcareer students; projected increases in enrollments in college programs; and outcomes of college education related to critical thinking, effective communication, and problem solving. The following are among the major findings of research in these areas: (1) more adults are completing more years of education, and this trend will likely continue into the next century; (2) increasingly, adults are

This publication reports the progress Wisconsin school districts have made toward providing programs that address alcohol and other drug abuse. It begins with an explanation of the problem and a description of Wisconsin's model for addressing the problem. Progress within districts is measured using the model as a standard. Results are presented from a second survey conducted in the spring of 1991 (the first was conducted in 1988-89) that involved a stratified random sample of almost 6,000 public school students in grades 6, 8, 10, and 12. Findings from the 1991 study are reported for alcohol use, tobacco use, and the use of other drugs (marijuana, cocaine, inhalants, other drugs). It is concluded that alcohol is the drug of choice among Wisconsin public school students; that, compared to a nationally representative sample of high school seniors, Wisconsin seniors are more likely to use alcohol, as likely to smoke cigarettes, and less likely to use illicit drugs; and that, compared to recent but unrepresentative national data about sixth graders, Wisconsin sixth graders also are more likely to use alcohol. Relevant graphs and year-to-year data comparisons are appended. (NB)

ED 358 394   CG 024 884

Whisler, Jo Sue
The Impact of the Teacher on Students' Sense of Self: A Perspective from a Model of Mental Health.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Mental Health; Secondary School Students; Secondary School Teachers; *Self Concept; Self Esteem; Student Development; Student Needs; *Teacher Student Relationship; *Teaching Guides

As the number of latch key children and at-risk students increases, teachers have become one group of significant others with whom children spend much of their time. This paper focuses on students' sense of self and the teacher's role in positively impacting it, from the perspective of a model of mental health. This model places self-esteem, motivation, common sense, and the ability to learn by insight at its core. It is suggested that this state of mental health is a key to teachers eliciting and students accessing their positive sense of self and, therefore, enhancing motivation and learning. It is recommended that attention be paid to the ways in which teachers can positively impact students' sense of self, based on a model of mental health which facilitates access to the deeper self. The author asserts that for teachers to positively impact students' sense of self, they must view students in a positive way, provide an environment of socioemotional support, operate from a state of mental health themselves and interact with and relate to their students in ways that allow students to access their own mental health. (Author/BF)

ED 358 395   CG 024 885

Carmichael, Karla D.
Abused and Traumatized Children.
PUB DATE- 92
NOTE- 23p.

remedial readers in the respective programs. (Two tables and one figure of data are included; 22 references, the Elementary Reading Attitude Survey (from the "Reading Teacher"), the Garfield Attitude Measurement Scale, a self-ranking scale for teacher's perception of student as reader, and a list of four open-ended questions are attached. (RS)

ED 358 415   CS 011 311

Snellman, Leena M.
Sixth Grade Reading Interests: A Survey.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; Grade 6; Intermediate Grades; Periodicals; Reading Habits; *Reading Interests; Reading Material Selection; Reading Research; *Student Attitudes
IDENTIFIERS- Virginia

A study investigated the reading interests of sixth-grade students in a rural Virginia county. Twenty-three children (10 girls and 13 boys) participated. The instrument used was a four-page-long reading interest survey, which contained "yes/no," rating, and open-ended questions. Results of the survey indicated that this group of students had a very broad range of reading interests. No single category, book, or author emerged as an overwhelming favorite. The mystery and humorous categories were slightly more preferred than others. Magazines were found to be immensely popular with the students. Teachers may find the survey instrument useful in assessing their own classes' reading interests. (Numerous unnumbered tables of data are included; the survey instrument is attached.) (Author/RS)

ED 358 416   CS 011 312

Gregory, Christine M.
Case Study: Using Reading Recovery Strategies To Improve the Alphabet Knowledge of a Kindergarten Student.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Early Intervention; Instructional Effectiveness; Kindergarten; Kindergarten Children; Letters (Alphabet); Primary Education; Reading Research; *Remedial Reading
IDENTIFIERS- *Reading Recovery Projects

A case study involved the adaptation of Reading Recovery technique in an attempt to improve the alphabet knowledge of a kindergarten student. Over a 2-week period, recovery techniques were employed in one-on-one sessions, the goal of which was to increase the student's ability to recognize and produce five letters of the alphabet. Assessments showed that the student was able to both recognize and produce three of the five letters consistently. While he did not seem to be able to consistently recognize the remaining two letters, he could produce them on his own. (Three sample lesson plans and a list of eight books used in the session are attached.) (RS)

ED 358 417   CS 011 313

(120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Dialects; Black Students; Elementary Education; Elementary School Students; *Language Acquisition; Language Styles; *Nonstandard Dialects; *Reading Difficulties; *Second Language Learning; *Standard Spoken Usage; Urban Language
IDENTIFIERS- *African Americans

When children (particularly African Americans) have a different orthography, phonemic system, and deep structure from Standard American English (SAE) speakers, they may have difficulty grasping the correct SAE phonemes represented by the symbols and reading in general. Language acquisition is natural learning centered around the interaction of parent and child, and child and community. Research indicates that among disadvantaged urban populations, no matter the race, many students have poor reading comprehension skills due to failure of parents providing "corrective feedback." Ebonics is a dialect made up of an English vocabulary and an African structure/grammar. Researchers disagree over the effects on reading comprehension of the syntactical differences between SAE and "Ebonics" (ebony phonics, also called Vernacular Black English). Ebonic speakers use an African morphology and syntax (analogous to the grammars of the Niger-Kordofanian family of languages) with an English vocabulary. The morphology and phonology of Ebonics causes many African American children to have reading problems. Ebonics is not just a dialect of English, it is a "different" speech analogous to African languages in structure and some vocabulary. Perhaps African American children could benefit from learning English as a Second Language. (Contains 18 references.) (RS)

ED 358 439   CS 011 339

Lore, Rosemary; Chamberlain, Edward
Language Development Component Chapter 1 Reading Program 1991-92. Elementary and Secondary Education Act--Chapter 1. Final Evaluation Report.
PUB DATE- 8 Jul 93
NOTE- 55p.; For 1990-91 report, see ED 343 110.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Early Intervention; Elementary Education; Elementary School Students; *Instructional Effectiveness; Junior High Schools; Junior High School Students; Middle Schools; Program Effectiveness; Reading Programs; Reading Research; *Reading Skills; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Middle School Students; Outcome Based Education

A study investigated the effectiveness of the Chapter 1 Reading Program, which provided assistance to 5,527 selected underachieving pupils in grades one through eight in the Columbus, Ohio public schools. The program featured small group instruction arranged according to pupil needs for the improvement of language and reading skills. Data included results of norm-referenced tests administered in a spring-to-spring cycle. Results indicated that: (1) of the 2,100 grade 2-8 pupils in an evaluation sample, 59.4% gained 3.0 or more NCE points on the reading comprehension score; (2) total reading scores for a sample of 2,082 pupils in grades 2-8 increased an average of 5.6 NCE points; (3) of 27 first-grade pupils in a

Postmodernism

A recent trend in composition studies has been a call for the "feminization" of composition pedagogy. Collaborative learning pedagogues have sought to reconstruct the classroom as a site of social cooperation, connectedness, and nurturance and have re-envisioned composition as an act of understanding rather than of agonistics. Reconstituting the composition classroom as the site of maternal care merely insidiously reterritorializes power relations--the specific power relations of mother and child, public and private, master and servant. The problem with current critical theories and pedagogies (maternal pedagogies included), according to Jean Baudrillard, is that the critical spirit has found there a comfortable place to retire and has thus lost its revolutionary potential. Jean Baudrillard offers a paratheory of the invention of the writing Self--an ironic self who maintains a distance from Truth and all other totalizing theories of unity and community: in place of the banality of "love," he offers seduction; in place of the subject, he offers the object; in place of a pathos of consensus, he offers a Neitzschian pathos of distance. Baudrillard's strategies offer the possiblity of breaking up the tyranny of Truth, Being, and Identity which has held us hostage and of opening up a space in which fatal, as opposed to maternal pedagogies, could be challenged to appear. (SAM)

ED 358 457 CS 213 862

Johnsen, John H.
Anthropology 101 and English 101: Ethnography as Data Source and Text.
PUB DATE- 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnography; Freshman Composition; Higher Education; *Interdisciplinary Approach; *Student Projects; Undergraduate Students; *Writing Improvement
IDENTIFIERS- Cultural Sensitivity; Utica College NY; Writing Contexts

At Utica College, Anthropology 101 seeks to help students begin to detect ethnocentrism in themselves and others, to get an understanding of the varieties of cultural systems, and to see their own society as simply one example of shapes a society can take. An "ethnography project" is a useful device in advancing these goals. Students are responsible for becoming "experts" on a preliterate culture, and are required to share information about it with the class. They submit individual written reports, and also pool their individual expertise to develop group oral reports on specific kinds of societies. One semester Anthropology 101 was linked with a section of English 101, most importantly by the ethnography project. This resulted in many benefits for students, including a better understanding of the ethnographic material, better written and oral reports, a cannier sense of what makes anthropologists tick, and conceptualizing ethnographic writings as a form of literature. (SR)

ED 358 458 CS 213 863

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Group Discussion; Higher Education; Research Reports; *Research Skills; Undergraduate Students; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Portfolio Approach; *Process Approach (Writing); Writing Development

Undergraduate students are routinely assigned a long research paper--surely the most complex intellectual skill ever expected from them--and expected to write it with a minimum of teacher and library interference and with thorough faith in the end product. More than anything else, the traditional approach to directing research papers focused on research paraphernalia such as notecards, plagiarism, footnotes, etc., rather than on the research process. A process approach to research offers the following personal and practical benefits: (1) the student is in charge of his or her ideas; (2) the student is led through a process, not given a summons for a product; (3) a whole portfolio of writing--and therefore intellectual exploration--occurs; (4) librarians are used for their expertise--and the teacher as researcher and writer also serves as a resource for students; and (5) students learn not just a subject, but a way, a means, of synthesizing ideas. (SAM)

ED 358 477 CS 213 886

Tokarczyk, Michelle M.
Writing as Envision: Autobiographical and Academic Writing in the Composition Class.
PUB DATE- 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autobiographies; Black Students; College Freshmen; Females; *Freshman Composition; Higher Education; Homosexuality; Personal Narratives; Racial Bias; Self Concept; Sex Bias; Student Needs; Writing Assignments
IDENTIFIERS- Academic Discourse; African Americans; *Personal Writing; Voice (Rhetoric)

Three students in an autobiography class--an African-American, a woman, and a gay man struggling to come out--used their writing to both affirm their places in the world and envision another place. Having reviewed her early educational experiences as an African-American, Holly focused her essay back to her present college days and her attempts to find new role models. She wrote in a lyrical woman's style, one suggesting that although the struggle may be difficult, it can be beautiful. Jackie took a sweeping look at the position of women in society. While both Jackie and the teacher acknowledged that her scope limited her essay's depth, the teacher came to understand the rhetorical motivation for her choice. Jackie ended her essay in a light, optimistic tone. Mitch wrote the most personally revealing, most agonizing essay about coming to terms with his gayness. The essay's power was due to the simplicity and directness of the language. Toward the end of his narrative, Mitch began to see the possibility that he might indeed be able to live a fulfilling life as an openly gay man. In each of the three essays, the writers took important steps toward reconsidering their pasts (revisioning) while imagining a better future (envisioning). Autobiographical writing can be included in university, responded in their classrooms to 1 of 8 inductions formed to complete a 2 (probe, no probe) x 2 (prebrief, no prebrief) x2 (neighbor versus court-like setting) factorial design. Each induction introduced subjects to a dispute involving a student who had been accused of cheating on an in-class activity. In addition to deception ratings, subjects rated the impact of several verbal and nonverbal cues on their perceptions of the "defendant" in the scenario. A measure of truth bias (presumption/assignment of burden of proof) was developed and utilized. Results indicated that: (1) deception ratings were higher in the court-like setting than in the neighbor (interpersonal) setting; (2) the setting main effect was qualified within the setting by prebriefing interaction such that the prebriefing worked to reduce deception attributions in the neighbor setting versus the court-like setting; (3) probes were most likely to reduce perceptions of deceptiveness when a prebrief was not presented; and (4) in contrast to earlier studies, verbal cues were much stronger predictors of perception of deception than nonverbal cues. (Two tables of data are included. Contains 39 references.) (Author/RS)

ED 358 497   CS 508 200

Ali, M. Solaiman
A Study To Identify and Analyze the Perceived Nature and Causes of the English Language-Based Problems and the Coping Strategies of the Indonesian and Malaysian Students Studying in an American University.
PUB DATE- Oct 91
NOTE- 439p.; Ph.D. Dissertation, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Students; *Communication Problems; Communication Research; *Communication Skills; *Coping; *Foreign Students; Higher Education; Intercultural Communication; *Language Role; Second Language Learning; Study Skills
IDENTIFIERS- Indiana University Bloomington; Indonesians; Malaysians

A study investigated the nature and causes of the English language-based problems and the coping strategies of 44 Indonesian and 57 Malaysian students studying at Indiana University, Bloomington. The Indonesian and Malaysian student groups represented non-Commonwealth and Commonwealth students sharing the same native language roots but differed in terms of past exposure to the English language. Data included responses to a questionnaire, substantive personal interviews, observation of selected students in their classrooms, and assessment of samples of selected students' essays and lecture notes. Results indicated that the following factors had significant association with some specific English language-based problems: nationality; age; field of study; marital status; and speaking English at home. Results also indicated that the subjects' problems differed significantly in terms of the following variables: (1) educational level; (2) prior use of English as a medium of instruction; (3) residence in an English-speaking country before beginning studies in the United States; and (4) length of stay in the United States. Coping strategies the students found to be effective included: watching television, listening to the radio, and reading to improve English vocabulary; sharing and discussing communication problems; forming study groups; and carefully technology oversight committee. A finding is that, overall, school site administrators do not use student information data for decision making. Appendices contain information on the three districts' data systems. (LMI)

ED 358 517 EA 024 923

Approaches to School Maintenance: Assuring the Future Life of School Buildings in New Jersey. A Study for the New Jersey Commission on Business Efficiency of the Public Schools.
PUB DATE- 1 Nov 90
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Requirements; *Public Schools; School Buildings; *School Maintenance; School Safety; State Action; *State Standards
IDENTIFIERS- *New Jersey

Findings from a study that examined state mechanisms for ensuring the maintenance of public school buildings are presented in this report. Methodology involved: (1) a 50-state survey of state school facility programs, which elicited a 43 percent response rate; and (2) a review of New Jersey state programs, for which interviews were conducted with 13 state administrators. Findings indicate that although the review mechanisms for New Jersey school facilities are similar to those of other states, they do not adequately address the building maintenance issue. Specifically, New Jersey often defers school building maintenance, has no state requirements for systematic evaluation or criteria, and fails to provide sufficient technical assistance. Four approaches are suggested to bridge the gap between state planning and funding: (1) include key activities and make better use of existing mechanisms; (2) develop state initiatives to protect local budgets; (3) establish stronger maintenance requirements for state funding and new building construction approvals; and (4) address deferred maintenance through "steady-state" funding and budgeting. Recommendations for the New Jersey legislature are also outlined. The appendices contain the survey questionnaire and data matrices. (Contins 28 references.) (LMI)

ED 358 518 EA 024 928

Van Alfen, Curtis
School Board Policy as an Instrument of Empowering Leadership in America.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Conference on Creating Quality Schools (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Boards of Education; Elementary Secondary Education; Guidelines; Institutional Mission; *Leadership; *Mission Statements; *Participative Decision Making; *Policy Formation; School Community Relationship; Standards
IDENTIFIERS- Empowerment

The role of school board policy as an instrument for empowering leadership is explored in this paper. Currently, the majority teacher-centered innovation, can prove beneficial for schools. A conclusion is that a combination of both structural and human-resource conditions are necessary for the professional community to exist. (Contains 58 references.) (LMI)

ED 358 538 EA 024 973

Buechler, Mark
Connecting Learning Assures Successful Students: A Study of the CLASS Program. Policy Bulletin No. PB-B19.
PUB DATE- May 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; *Experiential Learning; Instructional Effectiveness; *Learning Strategies; *Professional Development; Program Evaluation; Student Motivation; Teacher Improvement; *Teaching Methods
IDENTIFIERS- *Indiana

Findings of a study that evaluated both the implementation and the public's reception of the first 2 years (1990-92) of Connecting Learning Assures Successful Students (CLASS), a cooperative learning program in 62 Indiana schools, are presented in this policy bulletin. Data were collected from three participating elementary schools through the following methods: classroom observations; teacher interviews; telephone interviews with over four-fifths of the 44 principals and superintendents; a survey of all participating teachers (n=289), which produced a 53 percent response rate; and a survey of 809 parents resulting in a 41 percent response rate. CLASS, a program that combines cooperative learning, social skills development, and thematic instruction, is also an effective teacher-development program. Findings indicate that CLASS also appears to increase students' enthusiasm for schools, foster the development of social skills, and improve higher-order thinking skills. On the negative side, the program is very time consuming for teachers to implement, and some parents are concerned that it slights basic-skills instruction. Parents in some communities have also opposed CLASS on religious grounds, charging that it promotes the New Age movement. Overall, however, CLASS appears to be a promising model for educational reform, providing teachers with long-term training needed to learn new instructional strategies and adapt those strategies to their own schools and classrooms. Seven suggestions are offered for implementing the CLASS model at other schools. (LMI)

ED 358 539 EA 024 974

Smith, August W.
Leadership: Developing Leaders and Organizations.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Elementary Secondary Education; *Leaders; *Leadership; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; *Leadership Training;

A Legislative Commission formed by the Nevada Legislature studied public elementary and secondary education in the state and made several recommendations. The state's Class-Size Reduction Program should be continued. The State Department of Education should study tracking of students in public schools. School districts should expand the magnet-school concept from its emphasis on occupational education to include additional curricular areas. A school voucher system involving private schools is not feasible for the state. High school occupational education programs should be expanded. A course for grade 7 or 8 students on home and occupational skills should be established. Elementary schools should initiate a daily period of uninterrupted teaching, and new mathematics tests and goals should be adopted. Other recommendations include alternative student assessment methods, revised student drug treatment procedures, new treatment and support networks for hyperactive children, adoption of modified National Education Goals, tuition-free summer school for high school students from needy families, and review of high school graduation requirements. Five appendices comprising about half the document include Assembly Concurrent Resolution No. 85 authorizing this study; Nevada 1991-92 class-size reduction statistics; the Class Size Reduction Evaluation Prospectus; the complete text of the National Goals for Education; and 10 pieces of suggested legislation. (Contains 26 references.) (JPT)

ED 358 559   EA 024 999

Bradford, James C., Jr.
Making Year-Round Education (YRE) Work in Your District: A Nationally Recognized Single Track High School Model.
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National School Boards Association (Anaheim, CA, March 22-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cost Effectiveness; Educational Facilities; Efficiency; *High Schools; Public Schools; School Schedules; *Student Needs; *Year Round Schools
IDENTIFIERS- *Buena Vista City Public Schools VA; *Virginia

The traditional September-through-June school calendar does not provide enough time to meet students' educational needs. Year-round education helps schools meet the needs of all students and rightfully keeps students from working in industrial jobs until graduation. A longer school year would make better use of school facilities, increase teacher pay, expand education programs, and simplify summer child-care problems for parents. Schools in Buena Vista, Virginia, adopted year-round schools to serve the educational needs of students and to ensure the economic future of the community through a prepared work force. Virginia adopted a year-round schedule for its high schools in conjunction with increased graduation requirements. Most successful year-round-school programs have been voluntary at first, allowing students, teachers, and parents to become accustomed to the new schedule. Year-round schedules can also be implemented with limited increased cost. The greatest expenses are teacher salaries, air conditioning, and student materials. Research on the Buena Vista year-round-schools program revealed that more than half of the students participated, attendance increased, the dropout rate decreased, achievement scores rose, and faculty gave strong support. (JPT)

PUB DATE- Mar 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; College Students; Elementary School Teachers; Elementary Secondary Education; Higher Education; Occupational Aspiration; Quality of Working Life; Secondary School Teachers; *Teacher Employment; *Teacher Recruitment; Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation); *Teaching Conditions; Work Environment

This study approaches the issue of quality in the teaching force using a microeconomic framework that applies the concept of "opportunity cost." As teaching is a low-paid profession, accepting a teaching position may be associated with high opportunity costs (foregone benefits) for more academically talented college students because they could enter other occupations that offer higher salaries and better working conditions. This study examines the extent to which the perceived pecuniary and nonpecuniary opportunity costs associated with entering teaching affect the quality distribution of the teaching force. Methodology involved the development of a path model of occupational choice, administration of a survey to 532 college students, and path analysis. Findings suggest that the perceived pecuniary and nonpecuniary opportunity costs associated with entering teaching are causally related to the quality problem. Opportunity costs provide an important theoretical reference point for understanding the issue of quality. Therefore, teacher policy should focus on reducing the opportunity costs of entering teaching by increasing the overall level of teacher salaries and improving the working conditions in order to attract more academically able graduates to the teaching profession. Four figures and three tables are included. (Contains 38 references.) (LMI)

ED 358 580   EA 025 045

Mitchell, Douglas E.
State Policy Strategies for Improving Teacher Quality. Policy Briefs, Number One.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Organizational Climate; Personnel Policy; Secondary School Teachers; State Action; *State Legislation; *State Standards; *Teacher Certification; *Teacher Effectiveness; *Teacher Evaluation; Teacher Motivation; Teacher Supervision; Teacher Supply and Demand
IDENTIFIERS- Arizona; California; Nevada; Utah

New state laws and regulations designed to improve teacher quality are described in this policy brief. The new policies represent eight strategies for dealing with teaching quality issues: testing and screening; teacher compensation; preservice training and certification; staff development; enhanced management and supervision; teacher job redefinition; worker

services for infants and toddlers. Appended are a guide to legal notations and references, and a listing of regional offices of the U.S. Department of Education, Office for Civil Rights. (DB)

ED 358 598 EC 302 160

Thomas, Dale F.; Menz, Fredrick E.
Development, Implementation, and Validation of Supported Employment Model(s) for Traumatically Brain Injured Persons. Head Injury Re-entry Project (Project HIRe). Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 175p.; Cover title: Head Injury Re-Entry Project (Project HIRe).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Programs; Delivery Systems; Demonstration Programs; Employment Potential; *Head Injuries; Information Dissemination; Models; *Multiple Disabilities; Needs Assessment; *Neurological Impairments; Physical Disabilities; Program Development; *Program Implementation; Rural Areas; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- *Project HIRe (Head Injuries)

The final report of the Head Injury Re-entry Project (Project HIRe) describes activities of this 3-year (1987 to 1990) project, which used a "best practices" model approach and a community-based employment strategy with persons having traumatic brain injury (TBI) in nonurban areas. Among 15 project accomplishments are the following: (1) two conferences addressing TBI and community-based employment; (2) identification of critical issues; (3) dissemination of conference audiotapes, journal articles, and a book; (4) establishment of networks of persons with similar interests; (5) demonstration of the HIRe model at two replication sites; and (6) direct services to 27 individuals with TBI during the model demonstration. Persons served in Project HIRe had multiple physical disabilities in addition to the social, emotional, and cognitive problems caused by the TBI. Individual supported employment proved to be a viable option; however, removal of support services and project termination resulted in transfer from scattered sites to enclave sites where there were lower wages and less independence on the job. Recommendations focused on significant barriers to rural service delivery, particularly the need for a long-term funding stream to assure services necessary for sustaining people on jobs and the impact of low-incidence TBI on the quality of services available. Appendices include the instruments used for case management and program evaluation and a sample contract. (Contains 13 references.) (DB)

ED 358 599 EC 302 161

Corthell, David W., Ed.; Yarman, Dennis W.
Serving the Underserved--Principles, Practices, and Techniques. Report from the Study Group. Institute on Rehabilitation Issues (19th, San Antonio, Texas, October 1992).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 92
NOTE- 165p.

disorders. The literature review's scope includes definitions of relevant terminology, statistics on prevalence, descriptions of several conceptual models and how they affect perceptions of the etiology of behavior disorders and thus the focus of programming approaches, and a comparison of the efficacy of day and residential programs. Following the literature review, results are provided of a questionnaire survey of 45 Canadian schools and programs providing educational services for youth with severe behavior disorders. The survey addressed ages of students, gender of students, number of students, population served, day or residential programs, interest in networking, information needs, follow up of school leavers, program philosophy, interventions, assessment of school/program effectiveness, and perceived strengths and limitations of programs. Survey results are provided for Canada as a whole and for Alberta. Conclusions and recommendations are provided. Appendixes contain the questionnaire, sample letters, lists of respondents, and a list of schools and programs that can provide further information upon request. (Contains approximately 100 references.) (JDD)

ED 358 618 EC 302 180

LD-Case Training Manual for Vocational Service Providers.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 160p.; Cover title reads: "Training Manual for Vocational Service Providers."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Development; *Adult Education; Adults; Advocacy; Communication Skills; Continuing Education; Coping; Employment; Individual Development; *Inservice Education; *Learning Disabilities; Postsecondary Education; Pragmatics; *Vocational Rehabilitation
IDENTIFIERS- Self Advocacy

The project, "Learning Disabilities--Community Advocacy, Support, Employment, Education" (LD-CASE), was initiated to expand the personal/social, educational, and employment options of individuals with learning disabilities. The project is designed to provide LD adults with experiences that will increase their self-advocacy skills, establish community-based forums for personal growth and mutual support, and provide continuing education opportunities to professionals who work with adults with LD. This training manual for vocational service providers utilizes a trainer of trainers methodology; it provides an outline for discussion, structured applications of content, and supplementary materials for each topic. Manual topics include: (1) learning disability overview; (2) the emotional aspects of learning disability, coping skills and self-advocacy skills; (3) pragmatic communicative competence; and (4) functioning in postsecondary or employment settings. The bulk of the report comprises copies of overhead transparencies to accompany each manual topic. (Contains 18 references.) (JDD)

ED 358 619 EC 302 181

Marchant, Catherine; McBride, Susan
Family Stories: A Pathway to Family-Centered Practice.
PUB DATE- 90
NOTE- 24p.

*Educational Environment; Educational Practices; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; Models; *Severe Disabilities
IDENTIFIERS- California

This manual on curriculum adaptation for inclusive classrooms was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and the integration of students in special classes in regular schools into general education. After an introduction, which provides a historical perspective on the concept of inclusive education and notes activities of the National Full Inclusion Site Network, the manual is divided into four sections with content on: (1) service delivery models (including itinerant categorical and non-categorical specialized support, considerations in service delivery model development, and policies and procedures that support inclusion); (2) building level support and strategies (e.g., administrative leadership, a positive and accepting school climate and culture, and collaborative team structures); (3) classroom-based strategies (e.g., an array of instructional supports, measuring outcomes, and meeting a variety of needs in a typical classroom); and (4) student-specific strategies (designing an individual program, curriculum adaptation strategies, data gathering procedures, and supportive planning strategies). Appendices list network members, offer PEERS guidelines, and include sample individualized program development forms. (Contains 100 references.) (DB)

ED 358 638 EC 302 201

Allen, Katherine; And Others
Conducting a Follow-up Study of Special Education Programs. CASE Commissioned Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 88
NOTE- 154p.; Title page lists five authors beginning with Ms. Allen. Cover lists three of the five but in different sequence, beginning with Susan Hasazi and not including Allen.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Followup Studies; *Graduate Surveys; High School Graduates; High Schools; Longitudinal Studies; Models; Program Development; Program Effectiveness; *Program Evaluation; *Research Design; Special Education

This training manual was written to assist in planning and implementing follow-up studies of secondary special education programs. The model presented is based on a longitudinal study conducted by the Vermont Department of Education and the University of Vermont, which collected information from previous students with and without handicapping conditions on variables such as current occupation, employment history, postsecondary education, vocational training, social service utilization, and residential status. The sections of the training manual address: (1) planning the follow-up study (identifying the purpose, organizing the study, and identifying the sample); (2) preparing the questionnaire and training

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; Educational Trends; Federal Legislation; *Paraprofessional School Personnel; Personnel Needs; Personnel Policy; Preschool Children; Preschool Education; Staff Development; Staff Role; *Staff Utilization; State Programs; *State Standards; *Trend Analysis
IDENTIFIERS- Individuals with Disabilities Education Act

This paper synthesizes current thinking, issues, and practices related to the use of paraprofessionals in the provision of early intervention and preschool services to children with disabilities, birth through 5 years of age, and their families. Information was gathered from 31 state and jurisdiction coordinators of preschool services under Part B of the Individuals with Disabilities Education Act (IDEA) and coordinators of IDEA Part H. Findings revealed that 18 states had a policy for assuring quality personnel for either early intervention or preschool services that includes the use of paraprofessionals; that 5 more states indicated that a policy was in the planning stage; and that 8 states indicated that no policy exists. Ten states reported that they had established a new occupational category; of these, eight were at the paraprofessional level. Fourteen states had developed or were developing personnel standards for paraprofessionals, and 10 states had developed or were developing a credentialing process. Case examples of two states are presented: Illinois, where the Department of Education is the lead agency for both Part B and Part H programs; and Utah, where the State Board of Education is the lead agency for Part B and the Department of Health is the lead agency for Part H programs. Names and addresses of state resources for information on paraprofessional personnel policies and practices are listed. Appendixes contain a copy of the data collection instrument and a chart reporting each state's response. (JDD)

ED 358 656 EC 302 220

Thurlow, Martha L.; And Others
Testing Accommodations for Students with Disabilities: A Review of the Literature. Synthesis Report 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 67p.; Prepared in collaboration with St. Cloud State University and the National Association of State Directors of Special Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Certification; *Disabilities; *Educational Policy; Elementary School Students; Elementary Secondary Education; Evaluation Methods; *Legal Responsibility; Minimum Competency Testing; Outcomes of Education; Secondary School Students; *State Standards; Student Evaluation; *Testing; *Testing Problems
IDENTIFIERS- Test Adaptations; *Testing Accommodations (Disabilities); Testing Conditions

This report reviews literature pertaining to testing accommodations for students with disabilities. It draws on such information as empirical studies conducted by the Educational Testing Service and the American College Testing Program as well as policies for state assessment programs. The report addresses policy and legal considerations, technical concerns, minimum competency and certification/licensure testing efforts,

PUB DATE- Jul 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attention Deficit Disorders; Attention Span; *Behavior Problems; *Gifted; Gifted Disabled; *Hyperactivity; *Student Characteristics; Student Evaluation; Symptoms (Individual Disorders); Talent
IDENTIFIERS- ERIC Digests

This fact sheet summarizes information on children who have an attention deficit disorder with hyperactivity (ADHD), are gifted, or are both ADHD and gifted. Fourteen diagnostic criteria for ADHD from the Diagnostic and Statistical Manual of Mental Disorders III are listed. A comparison of behaviors associated with ADHD and with giftedness is offered, noting the many similarities. Parents and teachers are urged to consider the situation and setting of problematic behaviors, noting that children with ADHD typically exhibit problem behaviors in all settings (both at home and at school) whereas gifted children are most likely to exhibit such behaviors in situations where they are bored or waiting for other students. Other differences noted include a long attention span (when interested) by gifted students and a greater variability in task performance by children with ADHD. Careful evaluation is urged for students who may be both gifted/talented and ADHD. (DB)

ED 358 674 EC 302 293

Behavioral Disorders: Focus on Change. ERIC Digest #518.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Basic Skills; *Behavior Change; *Behavior Disorders; Behavior Problems; *Educational Principles; Elementary Secondary Education; Interpersonal Competence; *Intervention; Student Development; Student Responsibility
IDENTIFIERS- ERIC Digests

This digest summarizes the literature on principles of changing behaviors in students with behavior disorders. Principles include: (1) focus on behaviors that need to be changed; (2) identify new behaviors to be developed; (3) provide opportunities to practice new behaviors; (4) treat social skills deficits as errors in learning; (5) teach students to take responsibility for their own learning; and (6) focus on functional skills that will have broad applications. (Contains 10 references or other resources.) (DB)

ED 358 675 EC 302 294

Salisbury, Christine L.; Smith, Barbara J.
Effective Practices for Preparing Young Children with Disabilities for School. ERIC Digest #E519.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 3p.
LANGUAGE- English

placement. Chapter 5 presents a typology of texts, and chapter 6 looks at text-strategic continuities in four sample texts. Information dynamics, or the distribution of given and new information within a text, are considered in chapter 7, and the final chapter synthesizes the interplay of the different factors in text processing. A sample text and analyses are appended. (MSE)

ED 358 697 FL 021 164

Carter, Hazel; Kahari, G. P.
Shona Language Course. Books I, II, & III.
PUB DATE- 81
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Daily Living Skills; Dictionaries; *Grammar; Pattern Drills (Language); Pronunciation Instruction; Second Language Learning; Second Languages; *Shona; Tone Languages; Uncommonly Taught Languages; *Vocabulary

This set of instructional materials for Shona, a Bantu language, consists of lessons designed to be used with audiotape recordings (not included here), lesson notes, written exercises, and vocabulary. The first "book" contains 24 language lessons on a variety of grammatical topics, with line drawing illustrations. The second book contains grammatical notes and information on pronunciation, including tone, designed to be used only to clarify points arising in the lessons. The third book has written exercises corresponding to each lesson, including answer keys, and supplementary Shona-English and English-Shona vocabularies. (MSE)

ED 358 698 FL 021 194

Swetland, Mark J., Comp.
Umonhon iye of Elizabeth Stabler: A Vocabulary of the Omaha Language. First Edition.
SPONS. AGENCY- Center for Applied Linguistics, Washington, D.C.
PUB DATE- Aug 77
NOTE- 223p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- American Indian Culture; *American Indian Languages; Dictionaries; *Kinship Terminology; Personality Traits; *Phonology; *Pronunciation; *Vocabulary
IDENTIFIERS- *Omaha; *Omaha (Tribe)

This dictionary of the Omaha Indian language, written by an Omaha Indian and an assistant, contains an introduction, lists of terms for good and bad traits found among the Omaha, a guide to Omaha pronunciation and phonology, an alphabetized vocabulary of approximately 4,000 words, and a guide to kinship terms. Vocabulary is transcribed into the Roman alphabet using the La Flesche system. Line drawings and photographs provide illustrations. (MSE)

ED 358 699 FL 021 233

Tang, Gloria M.
Academic Graphic Literacy across Languages and Cultures: A Study

Cibrowski, Lee; Slater, Shirley
Developing a Positive Self-Concept. Part II.
PUB DATE- 92
NOTE- 70p.; For part I, see ED 259 992.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aging (Individuals); Assertiveness; Consciousness Raising; *Decision Making; Divergent Thinking; Elementary Secondary Education; Home Economics; Identification (Psychology); Instructional Materials; Learning Activities; *Problem Solving; *Self Concept; *Thinking Skills

This publication supplements an earlier publication, "What Do You Like about Yourself? Developing a Positive Self-Concept" that presented an introduction to self-concept and included activities that could be used with students of all ages. This particular document, divided into two parts, includes additional ideas and activities that relate to self-concept development, with special emphasis on the importance of self-concept in relation to decision making and problem solving. Part I lists topics in which the relationship of self-concept and decision making can be integrated, lists teacher and student objectives, reviews definitions, and discusses the thinking process. Part II contains 43 activities, most of which are designed to be duplicated and handed out to students. The directions or notes to the teacher can be removed or covered when making student copies. The activities should be adapted to meet the needs and interests of students. Activities cover these representative topics: criticism within a context of positive reinforcements, brainstorming, triad thinking, alternatives, thinking skills, technology today, ethical dilemmas, assertiveness, community service, aging, differences, moods, your place and space, images, inner and outer self, self-image, and rewards. The appendix includes a 47-item bibliography, a matrix of all activities coded to the teacher and student objectives, a list of Future Homemakers of America/Home Economics Related Occupations activities, a page of suggestions for using teams in the classroom, a "lesson on leisure" module, and bulletin board ideas. (YLB)

ED 358 247 CE 062 438

Oliveira, Joao; Pillay, Gerald F.
Training for New Technologies in Singapore. Training Discussion Paper No. 96.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Continuing Education; *Economic Development; *Educational Change; *Educational Policy; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; Quality Circles; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Singapore

Recent educational reforms in Singapore have essentially been motivated by economic and industrial concerns. Six specific training policies and practices are being implemented to respond to the perceived requirements of new work technologies: (1) development of an increasingly flexible training system, including introduction of a dual system; (2) reorganization of the supply of vocational training by reducing the supply of

Industrial Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 91
NOTE- 1,225p.
LANGUAGE- English
EDRS Price- MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Auto Body Repairers; Auto Mechanics; Aviation Mechanics; Behavioral Objectives; Building Trades; Cabinetmaking; Carpentry; Commercial Art; Competency Based Education; Construction (Process); *Course Content; Course Descriptions; Drafting; Electronics; *Evaluation Criteria; Graphic Arts; *Industrial Education; Maintenance; Manufacturing; Masonry; Metal Working; Needle Trades; Occupational Home Economics; Plastics; Postsecondary Education; Power Technology; Printing; Secondary Education; Small Engine Mechanics; *State Standards; *Trade and Industrial Education; Woodworking
IDENTIFIERS- *Florida

This document contains industrial education courses standards for 183 exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level in Florida. Each program courses standard is composed of two parts. The first part, the curriculum framework, includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. The second part consists of student performance standards, which are listed for each intended outcome. Representative courses/program areas are as follows: automotive mechanics; masonry; aeronautical technology; air conditioning, refrigeration, and heating; air traffic control; aircraft mechanics; architectural drafting; automotive body repair; avionics; barbering; barge and boat operation; cabinetmaking; commercial art; commercial photography; sheet metal; welding; biomedical equipment technology; building maintenance; carpentry; commercial fishing; commercial foods; communication electronics; computer electronics technology; cosmetology; drafting; dry cleaning and laundering; electronics; film production technology; machining; graphic arts; heavy equipment mechanics; industrial electricity; land surveying; lathing; machining; manufacturing technology; meat cutting; metal fabrication; mine safety and health; occupational safety and health technology; office maintenance; plastering; printing; radio and television broadcast; roofing; technical illustration; and upholstery and furniture refinishing. (YLB)

ED 358 265   CE 063 789

Agribusiness & Natural Resources Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 92
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Machinery; Agricultural Occupations; Agricultural Production; Animal Husbandry; Behavioral Objectives; Career Exploration; Competency Based Education; Conservation (Environment); Cooperative Education; *Course Content; Course Descriptions; Crop Processing Occupations; Distributive Education; Endangered

Agency, Austin.
PUB DATE- 93
NOTE- 43p.; For related documents, see CE 063 798-806.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Guidance; *Decision Making; Employment Opportunities; Guidelines; High Schools; High School Students; *Mentors; *Program Development; Program Evaluation; *Program Implementation; Records (Forms); Resource Materials; *Sex Fairness

This guide is designed for use in establishing, implementing, and evaluating a program in which adults from the community serve as mentors for high school students to accomplish the following goals: improve student career understanding and literacy, show students real relationships between learning and earning a living, show students the need to be skillful problem solvers, acquaint students with career opportunities in a broadening context, and help students make informed curricular and career choices. Discussed in the first three sections are the case for mentoring, the effectiveness of mentoring in helping students develop decision-making skills, and steps in establishing a school mentoring program. The fourth section includes the following tools for program operators: mentor materials, a letter to community leaders, suggested activities for mentors, a mentor code of conduct, a mentor application form, a mentor profile, a mentor's directory, student materials, a student profile, student guidelines, a student contract, a letter to parents, a parental permission form, and a field trip permission form. Student and student evaluation program forms are provided. Five references and four resources conclude the guide. (MN)

ED 358 284 CE 063 808

Mansbach, Sara Currie
Family Literacy's Approach to Dropout Prevention.
PUB DATE- Apr 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Cooperative Programs; Coordination; Demonstration Programs; *Dropout Prevention; Dropout Programs; Elementary Education; Family Environment; Family Involvement; *Literacy Education; Parent Influence; *Parent Participation; Parent Role; *Parent Student Relationship; Preschool Education
IDENTIFIERS- *Family Literacy

The program goal of family literacy is to use early intervention to break the cycle of illiteracy perpetuated by parents' undereducation. This paper describes family literacy as a dropout prevention strategy that should be most heavily concentrated on the prenatal through 8-year-old child; a child ready for school is less likely to become a dropout. In addition to developing children's emergent literacy skills, a second benefit of family literacy programs is that they encourage parents to become supportive coaches for their children in school. The document notes three nontraditional incentives that are built into many programs to attract former dropouts: the parent's experiences with collaborative learning,

(120)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Competence; Degrees (Academic); *Educational Certificates; Educational Quality; Employment Qualifications; Evaluation Criteria; Foreign Countries; Guidelines; Higher Education; Job Skills; *Job Training; Management Systems; Postsecondary Education; *Quality Control; Research; Student Certification; Vocational Education
IDENTIFIERS- *New Zealand

This booklet provides information on the approval and accreditation of degrees and related qualifications for New Zealand institutions, government training establishments, and private training establishments. The first of the booklet's eight sections explains the criteria for approval of New Zealand degree and related courses and for accreditation of their providers. Section 2 provides a contact for inquiries regarding those universities not governed by the New Zealand Qualifications Authority (NZQA). The third section focuses on applications for the approval of degree and postgraduate courses and accreditation of their providers by NZQA. Section 4 outlines the evaluation process of the applications. Sections 5-8 detail rules and procedures for the following: (1) approval of degree and postgraduate courses; (2) accreditation of providers of degree and postgraduate courses (3) approval of bachelor's and master's research degrees and of postgraduate research diplomas; and (4) accreditation of providers of bachelor's and master's research degrees and of postgraduate research diplomas. Appendixes include information on the following: applications and the evaluation process; academic regulations; types of amendments to NZQA degree and postgraduate qualifications already approved; definitions of degree and research; and an extract from the Code of Practice on Post-Graduate Training and Research. (YLB)

ED 358 302 CE 063 837

Guidelines, Criteria and Regulations for the Registration of Units and Qualifications for National Certificates and National Diplomas. Quality Assurance in Education and Training.
PUB DATE- Mar 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Competence; *Educational Certificates; Educational Quality; Employment Qualifications; Evaluation Criteria; Foreign Countries; Guidelines; Job Skills; Job Training; Management Systems; Postsecondary Education; *Quality Control; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

This booklet contains guidelines for the registration of units and qualifications in New Zealand's National Qualifications Framework, a system of education and employment qualifications. An introduction provides an overview of registration, including endorsement, evaluation, and reregistration. Section 2 focuses on registration of unit standards. It discusses the process, requirements, applicant, unit standard headings, and criteria for registration. Section 3 on registration of qualifications addresses requirements, applicant, details of consultation, qualifications, and criteria for registration. Appendixes comprising most of the booklet include the following materials:

of interactionism. No occupations are more likely to have to negotiate their status than those that emerge from amateur or voluntary work. Members of such occupations, such as emergency medical technicians (EMTs), must convince their audiences in the course of face-to-face interaction that they have skill or knowledge sufficient to provide for a fee what has traditionally been free. A study focused on two commercial and two volunteer EMT agencies. The commercial agencies' actual proficiency was insufficient for establishing their reputation since some volunteers possessed equivalent skills and most of the emergency calls did not require advanced training. EMT societies made no distinction between paid and volunteer providers, and the public remained largely unaware of differences. To understand how and why the paid EMTs were acquiring a reputation for greater skills required consideration of cultural understandings, institutional supports, tasks, and even competencies as resources whose meaning and use were discovered in the course of ongoing interaction. Both groups' reputations were affected by interactions involving EMTs and interactions and interpretations of nurses, physicians, and other audiences. (Contains 90 references.) (YLB)

ED 358 323 CE 063 872

Cappelli, Peter
College and the Workplace: How Should We Assess Student Performance? EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adult Education; College Graduates; College Students; Competence; Educational Testing; *Education Work Relationship; *Grades (Scholastic); Grading; Higher Education; *Job Analysis; *Job Performance; *Job Skills; Predictive Validity; Student Behavior; *Student Evaluation; Success

The fact that college grades are poor predictors of future job performance is a cause for concern. A more important issue is assessment, for course grades cannot measure many of the work-relevant skills that a college education provides. Selection tests are one effort to identify and establish those characteristics of applicants that predict future job success. If classroom grades could be broken down to reveal performance in such areas as verbal ability or memory, they would be indicative of subsequent job performance because they would essentially duplicate ability tests; ability tests, however, are typically three to four times better at predicting job performance. Another way to obtain information on a job candidate is through what is called "bio-data"; detailed information on extracurricular activities may reveal knowledge, skills, and abilities (KSAs) acquired by a student outside traditional classroom settings. Many colleges experiences provide what is the equivalent of work sample tests. Another way to get at the question of what predicts job success is to look directly at the requirements of jobs. Job analysis refers to systematic efforts to collect information about the work requirements associated with particular jobs. Job analyses either focus descriptions on the job and tasks performed or are written from the perspective of the worker and describe the

Entry Workers; Field Crops; Job Skills; Plant Propagation; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items

IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of an agritechnology program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for agritechnology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facility design for agritechnology laboratories and classrooms, equipment, safety, program implementation, teacher professional development, teacher certification, professional organizations and support services, and instructional resources (a listing of sources of 37 print materials, 13 audiovisuals, and 17 computer software programs). Appended to the program guide are the following: (1) sample teaching-learning plans for agritechnology; and (2) a sample student learning guide that includes program title, intended outcome, activity, performance objective, enabling objectives, terms, procedures, information sheets, and self-check with answers. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the agritechnology field. (KC)

ED 358 339 CE 063 919

Apparel Production. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; *Clothing Instruction; Competence; Competency Based Education; Educational Resources; Entry Workers; Fashion Industry; Job Skills; Needle Trades; Plant Propagation; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; *Sewing Instruction; Sewing Machine Operators; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of an apparel production program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for apparel production courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following:

Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Educational Equipment; Educational Facilities; *Equipment Maintenance; Evaluation Criteria; *Instructional Materials; *Machine Repairers; Material Development; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test Items; *Trade and Industrial Education
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in industrial machinery maintenance and repair in school districts, area vocational centers, and community colleges. The following topics are covered: job duties of millwrights, maintenance mechanics, and machinery erectors; program content (curriculum framework and student performance standards); program implementation (student admission criteria, cooperative education, and student organization participation); instructional resources; facilities (facility design requirements and safety, maintenance, and liability); suggested equipment; and professional development (teacher updating and teacher standards and related professional organizations and support services). A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in an industrial machinery maintenance and repair program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, charts detailing the various subcompetencies of the industrial machinery maintenance and repair skills and work environment readiness skills covered in the industrial machinery maintenance and repair program. (MN)

ED 358 357 CE 063 937

Interior Design Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; College Programs; Competency Based Education; Educational Equipment; Educational Facilities; Evaluation Criteria; *Instructional Materials; *Interior Design; Material Development; *Occupational Home Economics; Postsecondary Education; Professional Development; Program Administration; Program Content; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; Teacher Qualifications; Test

learning at all ages and in settings that vary widely with respect to degree of formality and organization; (3) technological advances are providing adults with more opportunities and options for controlling timing and setting of learning and are enabling postsecondary students to balance their time between work and education; and (4) ever-changing work environments require recurrent education. The literature review also revealed that there is little consensus on the definition of literacy and on what constitutes knowledge for citizenship and curricular areas likely to contribute to good citizenship. (Contains 92 references.) (MN)

ED 358 375 CE 064 396

Kirsch, Irwin S.; And Others
Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 178p.; For related documents, see ED 275 701 and ED 349 460.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Adults; Basic Skills; Educational Assessment; *Educational Attainment; *Educational Status Comparison; Minority Groups; National Surveys; Numeracy; Prisoners; Reading Habits; Salary Wage Differentials; *Socioeconomic Status; Young Adults
IDENTIFIERS- *National Adult Literacy Survey

The National Adult Literacy Survey profiled the literacy of U.S. adults based on their performance on tasks reflecting materials and demands of daily life. Data were gathered through interviews with a random sample of 13,600 people over 16, a survey of 1,000 adults in each of 12 states, and interviews with 1,100 prison inmates, making a total of 26,000 adults surveyed. Participants completed a series of literacy tasks and received proficiency scores on three scales measuring prose, document, and quantitative literacy. They were categorized in five levels. Major findings were as follows: (1) 40-44 million adults were at the lowest level, of whom 25% were immigrants, 62% did not complete high school, and 19% had visual difficulties; (2) 50 million at level 2 had difficulty with higher reading and problem-solving skills; (3) most at levels 1-2 rated their reading/writing as well or very well--they could meet most needs with limited skills; (4) 61 million were at level 3, 34-40 million at levels 4-5; (5) young adults were less proficient than those surveyed in 1985; (6) older adults were more likely to have limited skills; (7) many minorities and prison inmates were more likely to be at levels 1-2, due to fewer years of schooling or limited English proficiency; (8) higher levels correlated with being employed, working more weeks, and having higher wages; and (9) 41-44% of level 1 and 4-8% of levels 4-5 were in poverty. (Appendices include definitions and 31 data tables. Document includes 13 other tables and 26 figures.) (SK)

ED 358 376 CE 064 410

Imel, Susan
Education for Homeless Adults. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Counseling Techniques; *History; *Play Therapy; *Sexual Abuse; Victims of Crime

This document is a class presentation designed to present a history of child abuse and interventions for the beginning play therapist. Attempts to understand child behavior are traced back to their roots in the fields of mental retardation and special education as early as 1799 and followed through the mental health and child guidance movements of the early 20th century, the creation of the Society for the Prevention of Cruelty to Children in 1871, the emphasis on child protection during the 1909 White House Conference on Children, the enactment of the Child Abuse Prevention and Treatment Act of 1974, and the creation of the National Center on Child Abuse and Neglect. A number of factors that may mediate the impact of abuse on children are discussed and symptoms exhibited by children who have been victims of physical abuse, sexual abuse, neglect, emotional abuse, or ritual abuse are delineated. Nondirective play therapy is recommended as a counseling technique in working with these children. Therapists are encouraged to: (1) realistically remove from the child the responsibility and guilt of being victimized; (2) create an atmosphere where the child can feel safe and explore what is therapeutic for the child; and (3) help the child to develop a realistic plan to avoid future victimization. (NB)

ED 358 396 CG 024 886

Burden, Ann S.
Stay a Winner: A Model for Drop Out Prevention.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Student Services Statewide Conference (2nd, Winston-Salem, NC, April 27-30, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Grade 9; *High Risk Students; *High School Freshmen; High Schools; High School Students; Models; *Potential Dropouts
IDENTIFIERS- Pitt County Schools NC

This document describes "Stay a Winner," a program designed to reduce the dropout rate at North Pitt High School in Bethel, North Carolina by providing a focused, more meaningful curriculum; improved instructional processes; use of multimedia technology; and an emphasis on multicultural diversity. It is noted that funding for the program has been provided through the North Carolina Department of Public Instruction for 3 years and that funds provide technology equipment and supplies for the program. The target group is identified as at-risk ninth grade students who are placed in classes where cooperative learning and mastery learning are incorporated and where there exists a strong emphasis on improving each student's self-esteem. The program described encourages a routine use of technology in each class, with students having access to a technology center which houses computers, scanners, CD ROM players, and laser disc players. The highlight of the technology center is described as the video communications studio, with equipment allowing students to create multimedia video productions. The production of a North Pitt video by

Redding, Daniel W.
Computer Assisted Book Selection in the Reading Workshop.
PUB DATE- 10 May 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Databases; Elementary School Students; Grade 5; Hypermedia; *Individualized Instruction; Intermediate Grades; Language Arts; *Reading Material Selection; Reading Research; Student Attitudes
IDENTIFIERS- HyperCard; Trade Books

A study looked at one problem teachers have when implementing an individualized reading program, the amount of time it can take students to choose a book to read. A database of the classroom library (consisting of about 600 novels) used by two fifth-grade language arts classes was created using Hypercard for the Macintosh. This database was interactive and included student-generated book reviews. Students were given surveys which measured attitudes towards choosing new books and influences on book choices before and after using the database. After training the students to use the database and letting them use it for 3 weeks, data showed a trend toward the database making it easier for students to find books and reflected a positive influence of peer reviews. Overall, it was found that more time was necessary for the students to acclimate to the new system and for the full advantages of the system to be realized. The students enjoyed using the new system, but needed more practice on it. (Survey instruments, an appendix of data, a lesson plan for training, a list of the books included in the database, and 17 references are attached.) (Author/RS)

ED 358 418 CS 011 314

Children with Dyslexia.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dyslexia; Elementary Secondary Education; Learning Disabilities; Parent Participation; Reading Diagnosis; *Reading Difficulties; Reading Processes; Reading Skills; *Student Needs; Teacher Effectiveness; Teacher Role

This booklet briefly explains the identification of people with dyslexia, the referral and testing processes, the development of an educational program for dyslexics, and the progress and evaluation stages of dealing with dyslexia. The booklet's premise is that today dyslexics may enter any professional field to which they are suited, once they have mastered the necessary skills of reading and writing. The following chapters are included in the booklet: Questions and Answers (discussing 22 questions, such as, What is a definition of dyslexia? How can parents help their dyslexic children?); How a Case of Dyslexia is Handled; Characteristics of Dyslexia; Teaching Methods That Can Help Dyslexic Students; Special Privileges That May Benefit Students with Dyslexia; How Parents Can Help Their Dyslexic Children; and Agencies and Professionals to Contact about Dyslexia. (SAM) treatment group, 15 pupils (55.6%) successfully completed reading level 8, appropriate for promotion to grade 2; (4) of 2,243 pupils, 93.8% were promoted to the next grade or passed their target reading courses; and (5) parents of 94.9% of 2,308 pupils participated in involvement activities. Findings suggest the program should be continued; reasons for the small sample size should be determined and ameliorated if possible; the strong support system should continue; planning should take place at the building level; and use of the term "discontinued" should be clarified. (Ten tables of data are included; two tables of data and evaluation instruments are attached.) (Author/RS)

ED 358 440   CS 011 340

Pollock, John S.
Reading Recovery Program 1991-92. Elementary and Secondary Education Act--Chapter 1. Final Evaluation Report.
PUB DATE- 17 Jun 93
NOTE- 72p.; For 1990-91 report, see ED 343 108.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Programs; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; Outcome Based Education; *Reading Recovery Projects

A study evaluated the effectiveness of the 1991-92 Reading Recovery program as implemented in the Columbus Public Schools. The program featured individualized one-on-one lessons provided by 48 specially trained teachers serving 227 pupils. Data included results of administration of Metropolitan Achievement Tests and Scott Foresman text reading level testing. The treatment group consisted of the 117 pupils who were either discontinued (78) or received 60 or more lessons but not discontinued (39). Results indicated that: (1) 102 pupils reached Scott Foresman level 8; (2) 93.8% of the pupils were not retained in grade one; (3) all pupils had parental involvement in the program; (4) 77.5% of 111 evaluation sample pupils gained 7.0 or more normal curve equivalents (NCEs); and (5) 84.8% of the teachers who had the Reading Recovery program serving children in their school found the program to be of value to their pupils. Results of analyses of long-term effects of Reading Recovery indicated that: (1) 40.4% of the pupils form the 1989-90 treatment group and 33.3% of the pupils from the 1990-91 treatment group were still being served in a compensatory education program; (2) of the 421 pupils from the 1989-90, 1990-91, and 1991-92 treatment groups who remained in the Columbus Public Schools through November 1992, 84.3% (355) followed a normal grade-level progression. Findings suggest continuation of the program with attention given to eight recommendations. (Twenty tables of data are included; survey and evaluation instruments are attached.) (RS)

ED 358 441   CS 011 341

Pollock, John S.
Early Literacy Program Grades One and Two 1991-92. Final Evaluation Report.
PUB DATE- 93
NOTE- 38p.; For 1990-91 report, see ED 343 109.
LANGUAGE- English

Crawford, Wayne
Standards of Performance: Evaluating Grading Standards and Their Role in Student Revision Processes.
PUB DATE- 1 Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Case Studies; College Sophomores; *Grading; Higher Education; Protocol Analysis; *Revision (Written Composition); *Writing Evaluation; Writing Research
IDENTIFIERS- Illinois State University; Text Factors; Western Illinois University

A study examined whether student-constructed grading criteria complicate or reduce teacher or programmatic standards and determined whether written criteria actually drive students' writing and revising processes. Published criteria for evaluating compositions in 22 college and university writing programs across the nation were analyzed. In terms of both frequency and commentary, idea or focus, organization, development, word choice and usage, were approximately equal and double that of the next category, style. While audience and purpose are listed as categories on one-fourth of the criteria, they appear frequently in descriptions of other categories. In a case study of revising processes, Shon, a student in a sophomore level, source-based, composition classroom at Illinois State University, was interviewed and participated in a talking aloud protocol regarding generation of text and the revision of text. In his revision protocol, Shon refers to what he is doing 41 times, devoting most of his attention to choosing the right words, adding detail or focus, and making corrections of punctuation. Four experienced instructors at Western Illinois University read the same draft and made suggestions for revision. Of the 22 suggestions by the four teachers, Shon addressed 18 of them in his revision. Findings suggest that the use of grading standards, especially written criteria, when problematized across a range of writing situations, may be a highly productive teaching strategy. (RS)

ED 358 459 CS 213 864

Baker, Moira P.
Mentoring as Teaching and Learning.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Cooperative Learning; *English Instruction; Graduate Students; Higher Education; *Mentors; Professional Development; *Teacher Student Relationship; Teaching Assistants; Writing Instruction
IDENTIFIERS- *English Teachers; *Radford University VA

As teaching assistants, graduate students are often thrown into the deep waters of their first courses with little or no direction, instruction, or support. Teacher training programs required composition courses so that students can represent and examine their complex identities and imagine better futures. (RS)

ED 358 478 CS 213 888

Agnew, Eleanor
Departmental Grade Quotas: The Silent Saboteur.
PUB DATE- 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Freshmen; *Freshman Composition; *Grade Inflation; *Grading; Higher Education; Portfolios (Background Materials); Student Evaluation; *Writing Evaluation
IDENTIFIERS- Portfolio Approach; Process Approach (Writing)

Anecdotal testimony indicates that grade deflation is encouraged in many colleges and universities, especially in freshman writing courses. As a result, grading down has become a point of pride for some writing instructors. Instead of earning reputations as good, caring, committed teachers whose students do well because the teachers have worked hard to create positive and empowering rhetorical contexts, writing instructors with higher grades are often thought to be grade-inflators. However, teachers with very low final grades are not suspect of being poor teachers. Assumptions that may underlie the pressure to hold grades down include: most freshmen are not capable of learning to write well, only average or worse; and freshman writing courses are not held in very high esteem by more traditional faculty. The portfolio system has been adopted at many institutions as a way of evaluating students' writing. Portfolios can be used: to informally track students; by committees monitoring grade inflation and deflation; as part of the process of an annual review, as application for promotion, or for tenure review. When highly effective writing teachers calculate their final grades for their courses, they should have the freedom to be delighted, not ambivalent, if "too many" students perform well enough to earn good grades. (RS)

ED 358 479 CS 213 894

Hult, Christine
The Organization and Administration of an Undergraduate Writing Emphasis.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Programs; English Curriculum; *English Departments; Higher Education; Models; National Surveys; Undergraduate Students; Undergraduate Study; *Writing (Composition

monitoring deadlines. Findings suggest an urgent need for further research and training concerning the English language-based problems (verbal and non-verbal communication, academic discussions, study skills, and reading comprehension and speed) of such students. (Ninety tables of data are included; 69 references, the questionnaire, classroom observation schedule, permission and consent forms, and two charts of data are attached.) (Author/RS)

ED 358 498 CS 508 201

The New Playmaking: The Latest in the Integration of the Arts in Education.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Dramatics; *Creative Expression; Elementary Secondary Education; Instructional Innovation; Integrated Curriculum; Playwriting; *Production Techniques; Student Motivation; *Theater Arts; Thematic Approach
IDENTIFIERS- Drama in Education

Presenting a variety of activities and information, this book offers a distillation of techniques, strategies, concepts, and suggestions that have proven effective in using the visual and performing arts in the classroom. Chapters in the book are: What Is Arts-in-Education?; Creative Drama; Theater Arts as Teaching Strategies; Designing the Arts-Based Thematic Curriculum; Creating a Play; Building a Production; and Expanding Your Horizons. An 82-item bibliography; lists of stories to dramatize in the classroom, plays for children, music, and arts-in-education resources; and a glossary are attached. (RS)

ED 358 499 CS 508 202

Karabenick, Stuart A.
Co-learner Questions Affect Comprehension Monitoring and Questioning Intentions.
PUB DATE- Jun 93
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Society (5th, Chicago, IL, June 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; College Students; Communication Research; Comprehension; Group Discussion; *Group Dynamics; Higher Education; *Metacognition; *Questioning Techniques; Teacher Behavior
IDENTIFIERS- *Comprehension Monitoring; Questions

Asking questions is a salient event in group learning environments such as classrooms. Laboratory experimental results indicate that co-learner questions can affect judgments of comprehension. A study involving 94 male and 209 female students at a large midwestern university examined whether students would be aware of such alterations in comprehension judgments in classroom settings. Results indicated that students' awareness of having monitored their comprehension was higher when co-learners asked questions, and in a classroom where teachers discouraged questioning. Students indicated lower levels of understanding when an inquiring co-learner of policy handbooks are not designed to provide motivation or vision and are not part of an ongoing effort to create a congruence of district expectations. When policy becomes a statement of a school board's expectations and visions, rather than a tool for crisis management, it can serve as an instrument of leadership. For policy statements to become effective instruments of leadership and empowerment, they must be written to reflect the overall vision of the school board and participants. A conclusion is that to fulfill their roles, school boards, particularly those in rural communities, need to take active leadership roles, one of which is policy formation. To achieve district goals, policy handbooks must be reviewed, reformulated, and rewritten so that they embody the goals and ideals shared by the board and its constituents and are written in terms of "superobjectives"--that is, objectives that go beyond the surface concerns which dominate the average policy handbook or guide and give coherence and meaning to the leader's performance. (LMI)

ED 358 519   EA 024 930

Steinberger, Elizabeth Donohoe
Improving Student Achievement.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Administrator Role; *Educational Improvement; Elementary Secondary Education; *Performance; *Productivity; Student Motivation; Student Needs; Testing

This book examines issues and questions surrounding student achievement, combining research with practice to present an overview of current efforts to foster student learning in the United States at local, state, and national levels. Following the preface and introduction, which stress the importance of focusing on students, chapter 1 examines the various factors in defining achievement. An informal survey of school administrators indicates that most view achievement as a multidimensional, continuous, and holistic reflection of the child. Chapter 2 offers guidelines to actualize achievement, which involve energizing teaching, meeting the needs of disadvantaged children, and setting high expectations. The Transition School Project in Spokane, Washington, is set forth as an example of an effective achievement program. The third chapter examines factors that stifle achievement and focuses on stimulating student motivation. Examples of state and national level efforts are described in chapter 4. The fifth chapter discusses alternative ways to measure student achievement, and chapter 6 outlines the importance of leadership in reaching teachers, staff, and parents. A glossary is included. (Contains 48 references.) (LMI)

ED 358 520   EA 024 931

Speaking and Writing Skills for Educators.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Private Sector; Public Sector

According to a survey of over 1,200 public- and private-sector leaders, many new factors are reshaping present and future world leaders. Leaders are developed, not born, through experience and present situation characteristics. The test of leadership occurs during changing situations when risks must be taken. Leadership is an ongoing process of decision making, motivation, and innovation. Leaders do more than manage situations and people; they utilize them to meet challenges. Leaders also recognize the importance of coworkers and involve them in decision making. Instilling leadership qualities into the members of an organization so that they continue and flourish is another characteristic of a leader. The new influences of requirements, relationships, and resources are changing leadership. Developing leaders is an ongoing process and involves five stages: temporal leadership, transactional leadership, transitional leadership, transformational leadership, and total leadership. Each of these stages is defined and discussed in this article. (JPT)

ED 358 540 EA 024 975

Dlugosh, Larry L.
Planning, Processing, and Action Leads to Quality Schools.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Annual Conference on Creating the Quality School (2nd, Oklahoma, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Public Schools; Research Design; *School Districts; *Strategic Planning; Systems Analysis; *Systems Approach

To meet public scrutiny and increased demands for quality public education, schools must plan. Developing legitimate plans depends on the ability to recognize the patterns that guide current practice and uncover those that will create change. Educators need to understand the planning concepts that have helped business meet new challenges. To bring about the systemic change called for in education reform, strategic planning must be used. Strategic planning in education can help school districts identify beliefs and values of education, establish goals and purposes, prepare for change, involve the community, and set objectives in meeting the needs of students and the community. Strategic planning must also include respect for individual viewpoints and for the value of the accomplishments of the past. There are 10 steps to successful strategic planning for education: discuss strategic planning with the board of education, appoint a strategic-planning team, collect evidence to support change, examine strengths and limitations, develop a mission statement, identify objectives, discuss best hopes and worst fears, write an implementation plan, implement the plan, and institutionalize the process. (Contains 22 references.) (JPT)

ED 358 541 EA 024 977

ED 358 560 EA 025 000

Mortimore, Peter
School Effectiveness and the Management of Effective Learning and Teaching.
PUB DATE- Jan 93
NOTE- 28p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Norrkoping, Sweden, January 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Environment; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; *Learning Processes; *School Effectiveness; *Teacher Effectiveness

This paper draws on school-effectiveness research to address issues concerned with effective learning and effective teaching, and the role of the school in promoting these processes. The following questions are addressed: What do we know about effective learning and teaching? How does the effective schools research contributed to this debate? What are the relevant mechanisms? and What are the lessons for school improvers? Mechanisms associated with effectiveness include strong, positive leadership; high expectations; monitoring of student progress; an active student role; rewards and incentives; parental involvement; joint planning; and a focus on learning. Lessons learned from school-effectiveness work point to the need for planning; focusing on ends, rather than means; and working toward worthwhile ends. The above factors are means toward the end of effective learning, which may change as schools of the future change. (Contains 84 references.) (LMI)

ED 358 561 EA 025 001

Holcomb, Edie L.
School-Based Instructional Leadership: A Staff Development Program for School Effectiveness and Improvement.
PUB DATE- Jan 93
NOTE- 14p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Norrkoping, Sweden, January 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Instructional Leadership; *Professional Development; Program Implementation; *School Based Management; School Effectiveness; *Staff Development; *Teacher Education; Teacher Workshops

Outcomes of the School-Based Instructional Leadership (SBIL) program are described in this paper. The goal of the program is to empower school leadership teams (which include administrators, teachers, and representatives of stakeholder groups) for new roles and relationships as they implement a school-development process within their own contexts. This paper describes the team-training sessions, content of the training handbook, training formats, and the training of trainers. Between June 1991 and August 1992, 909 educators and stakeholders participated directly in hands-on utilization of SBIL. Initial findings indicate that the program has achieved organization; and school-culture improvement. The first four types focus on improving individual teachers, and the second four focus on improving the organizational characteristics of schools. It is concluded that school productivity depends greatly on the creation of a robust organizational culture, which is characterized by a shared set of attitudes, beliefs, values, and expectations. High performance teaching can only be facilitated, not coerced. Briefs of the policies implemented in Utah (Michael Murphy and Douglas E. Mitchell), Nevada (Myrna Matranga and Douglas E. Mitchell), California (Douglas E. Mitchell), and Arizona (Robert T. Stout and Douglas E. Mitchell) are attached. (LMI)

ED 358 581 EA 025 222

Gronlund, Laurie E.
Understanding the National Goals. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Drug Education; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Federal Government; Literacy; *Outcomes of Education; Performance; School Readiness; School Safety
IDENTIFIERS- ERIC Digests; *National Education Goals 1990

The "National Education Goals Report: Building A Nation of Learners, 1993" provides the most current information on where U.S. schools stand in regard to achieving the National Education Goals. Some of the key findings of the report are summarized in this digest. The six goals pertain to school readiness; high school completion; student achievement and citizenship; science and mathematics; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. Positive findings indicate a slight decline in student victimization and use of alcohol and other drugs among 12th-graders and an increase in mathematics and science achievement. However, the report shows a stagnation or decline in other areas, such as the high school completion rate and adult literacy. In addition, significant achievement gaps and differences in student, parental, and worker attitudes exist between the U.S. and other industrialized nations. Overall, the report shows how far the U.S. has come in reaching its educational goals. This awareness can provide the motivation to change. (LMI)

ED 358 582 EC 301 258

Gubbins, E. Jean, Ed.
NRC/GT: Six Year One Research Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; Academically Gifted; Classroom Techniques; *Educational Practices; Elementary Secondary Education; *Gifted; Mainstreaming; Minority Groups;

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Change Strategies; *Delivery Systems; *Disabilities; Eligibility; *Epilepsy; Inservice Education; Models; *Needs Assessment; *Partial Hearing; Policy Formation; Public Policy; *Rehabilitation; Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Services Administration

This monograph is the result of a study group on the rehabilitation service needs of unserved and underserved people with disabilities, especially those who are hard of hearing or have epilepsy. The first chapter discusses the criteria of the Rehabilitation Services Administration (RSA) for determining that members of a particular group are unserved or underserved and suggests modifications within the vocational rehabilitation system to enhance services to a specific group. The bulk of the document applies this model to persons who are hard of hearing or epileptic. For each disability group, a general discussion of myths and issues related to the disability is presented, followed by suggestions for needed modifications in the service delivery system in the areas of policy; practice; and training, education, and development. Finally, policy issues are discussed and specific recommendations offered for each of these two underserved populations. Seven appendices include: (1) a glossary; (2) the McCarthy-Alpiner Scale; (3) a Joint Statement of Principles of Cooperation of three organizations and the RSA concerning people who are hard of hearing; (4) the text of Section 36.303 of the Americans with Disabilities Act; (5) an outline of an inservice training curriculum for persons working with the hard-of-hearing; (6) a guide to communicating with people who are hard of hearing; and (7) a list of resource organizations. (DB)

ED 358 600 EC 302 162

Iowa Physical Education Guidelines for Students Receiving Special Education.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; *Delivery Systems; *Disabilities; Elementary School Students; Elementary Secondary Education; Federal Legislation; Federal Regulation; Individualized Education Programs; *Physical Education; *Program Development; Regular and Special Education Relationship; Secondary School Students; Staff Role; State Legislation; *State Standards; Student Evaluation; Student Placement; Teacher Role
IDENTIFIERS- *Iowa

This resource guide is intended to aid in the development of physical education programs to meet the motor, social, and recreational needs of students with disabilities. Two brief chapters on legislation review federal regulations, Iowa law, and Iowa rules for special education and special education administration. Next, the four steps in programming procedures are discussed: (1) pre-evaluation, (2) formal assessment, (3) individualized education program development, and (4) student placement in program options. The roles of the following personnel in the physical education program are then briefly considered: regular physical education teacher, adapted or

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Course Content; *Disabilities; Early Childhood Education; *Early Intervention; Emotional Development; *Family (Sociological Unit); Higher Education; *Personal Narratives; *Professional Education; *Teaching Methods; Theory Practice Relationship

This paper explores how family stories can be used in the professional preparation of early interventionists working with families of children with disabilities. It provides a rationale for using family stories in training, noting that they are inherently interesting, provide affective awareness, and provide access to understanding multiple realities. The use of family stories in personnel preparation assists students in making connections between theory and practice, gives meaning and purpose to learning, and challenges assumptions. Instructional strategies include inviting family members as speakers, using parent advisors as adjunct faculty, examining case studies of family situations, and reading family stories in literature. (Contains 19 references.) (JDD)

ED 358 620 EC 302 182

Shaughnessy, Michael F.
Vygotsky's Zone of Proximal Development: Implications for Gifted Education.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Methods; Elementary Secondary Education; *Gifted; *Intelligence Quotient; Intelligence Tests; *Program Development; Special Education; *Student Development; Test Wiseness
IDENTIFIERS- Vygotsky (Lev S); *Zone of Proximal Development

This paper reviews Lev Vygotsky's theories concerning optimizing of potential through assistance, support, or instruction. The paper notes that there is a "zone of proximal development" or a band around intelligence quotient (IQ) scores reflecting one's true potential. IQ tests are generally well-standardized and "static," meaning that the administrator does not help the student in any way. Such influences as anxiety, fatigue, choice of test, and language difficulties may influence students' test-taking outcomes and thus impact on their identification as gifted. Components of a program that would maximize the growth and development of gifted students are outlined, including: mentoring, planned outside reading, individual tutoring, parental involvement, community involvement, support systems and networks, specifically planned homework assignments, the use of humor, emotional education, personality development, dynamic assessment, and minimizing roadblocks to achievement. (Contains 12 references.) (JDD)

ED 358 621 EC 302 183

interviewers; (3) conducting the study and coding responses; (4) analyzing results; and (5) examining program implications. Appendixes comprise much of the manual and include survey forms, project checklists, a sample questionnaire, codes, letters, interviewing guidelines, and guidelines concerning access to student records. (Contains 11 references.) (JDD)

ED 358 639   EC 302 202

Morgan, Janet L.; Swan, William W.
Local Interagency Councils for Preschool Handicapped Programs: An Effective Strategy To Implement the Mandate. CASE Research Information Packet.
PUB DATE- Jan 88
NOTE- 115p.; Appendices will not reproduce clearly. Title page dated January 1988; cover dated 1992.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Coordination; Delivery Systems; *Disabilities; *Early Intervention; Human Services; Models; Preschool Education; Program Development; Program Implementation
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This information packet is designed to assist local interagency councils to implement Public Law 99-457's requirements concerning the provision of high quality services to preschool children with disabilities and their families. The model described provides a framework for continual coordination of agency programs as well as use of collaboration for problem solving. It is designed to structure the independent but similar functions of various agencies, eliminate fragmentation and duplication of services, allow for more effective utilization of personnel and resources, ensure the provision of a full array of services, streamline the service delivery system for families, and eliminate the sense of territoriality that often plagues services to children. The document reviews the goals and rationale for a local interagency council, states prerequisites for effective interagency efforts, describes the critical characteristics of a council, examines the maturation or developmental stages of a council, discusses implementation procedures for assembling the interagency team, and outlines the main functions and activities which result in effective collaboration. An appendix briefly outlines four case studies, which examine the advantages of collaboration for the agencies, the child, and the family. (Contains 50 references.) (JDD)

ED 358 640   EC 302 203

Burello, Leonard C.; And Others
Principal's Training Simulator in Special Education. Instructor's Packet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 454p.; Three sections have been separately analyzed, see EC 302 204-206.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

existing standards, and accommodations allowed in state assessment systems. A concluding section summarizes various concerns, among them that there has been relatively little empirical research on testing accommodations for students with disabilities and that there currently exists little consistency in assessment policy. Appendixes contain guidelines on inclusion/exclusion criteria from 29 individual states and guidelines on testing accommodations from 21 states. (Contains 49 references.) (Author/JDD)

ED 358 657 EC 302 221

Shriner, James G.; And Others
Experts' Opinions on National Math Standards for Students with Disabilities. Technical Report 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 29p.; For technical reports 4 and 5, see ED 302 222-223. Prepared in collaboration with St. Cloud State University and the National Association of State Directors of Special Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Change; Educational Practices; Elementary School Students; Elementary Secondary Education; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Minimum Competencies; Problem Solving; Secondary School Students; *Student Evaluation; Student Needs; *Teacher Attitudes
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

Eleven experts in mathematics education, special education, and assessment completed an open-ended survey on current math instruction in relation to the "Curriculum and Evaluation Standards" of the National Council of Teachers of Mathematics and the perceived appropriateness and feasibility of the standards for students with disabilities. In general, the experts agreed that adoption of the Standards has been minimal and that math education in practice continues to emphasize basic skills. Two opposing viewpoints were evident in the experts' responses. One viewpoint was that the Standards did not recognize the importance of individual differences and were not better than current practice in math education. The opposing viewpoint was that the Standards reflected a vision of what mathematics should be and that minimal, nonsubstantial modifications were needed for students with disabilities. Possibilities are presented for bridging the gap between: (1) recommendations for meeting the needs of students with mathematics learning problems and other handicaps, and (2) the current status of the Standards. (Contains 21 references.) (Author/JDD)

ED 358 658 EC 302 222

Shriner, James G.; And Others
Experts' Opinions about the Appropriateness and Feasibility of National Math Standards. Technical Report 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 23p.; For technical reports 3 and 5, see EC 302 221 and EC 302 223. Prepared in collaboration with St. Cloud State

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Delivery Systems; *Disabilities; *Early Childhood Education; *Early Intervention; *Educational Practices; *Educational Principles; Individualized Programs; Instructional Effectiveness; Interdisciplinary Approach; Mainstreaming; Program Effectiveness; School Readiness

This brief paper summarizes research findings concerning the identification and implementation of effective practices in early childhood intervention for children with disabilities. First, research documenting the effectiveness of early childhood intervention is noted and the importance of developing individualized programs within integrated early childhood settings is stressed. Next, five general principles to guide the selection of effective practices are offered. These include: (1) services in the least restrictive and most natural environment; (2) services which are family-centered; (3) transdisciplinary service delivery; (4) inclusion of both empirically driven and value-driven practices; and (5) inclusion of both developmentally and individually appropriate practices. (Contains 15 references.) (DB)

ED 358 676 EC 302 375

Harris, Carole Ruth
Identifying and Serving Recent Immigrant Children Who Are Gifted. ERIC Digest #E520.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Identification; Attitudes; *Cultural Differences; Cultural Influences; *Educational Methods; Elementary Secondary Education; Ethnic Groups; *Gifted; *Immigrants; *Limited English Speaking; Minority Groups; Peer Relationship; Social Integration; Student Educational Objectives; Student Placement
IDENTIFIERS- ERIC Digests

This information sheet summarizes challenges and strategies for identifying and serving gifted children who are recent immigrants. Both challenges and strategies are identified for linguistic, cultural, economic, attitudinal, sociocultural, peer, cross-cultural, intergenerational, and school system aspects. A total of 28 strategies are offered, including: provide enrichment activities to students perceived as "not ready" for gifted programs; explain the concept of gifted programs to parents in their native language; consider aspirations of the immigrant group as well as parents' occupation and education; provide opportunities for a peer support counseling group; use various approaches to model conflict resolution; increase motivation for children to identify themselves as candidates for gifted programs; use nonverbal expressive arts to involve the family; and assess from the perspective of individual learning styles. (Includes 16 references.) (DB)

ED 358 677 EC 302 376

Including Students with Disabilities in General Education

of Hong Kong Students.
PUB DATE- Apr 93
NOTE- 48p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *English (Second Language); *English for Academic Purposes; Ethnography; Foreign Countries; *Instructional Materials; *Literacy; *Prior Learning; Secondary Education; Secondary School Students; Second Language Instruction; Textbooks; Transfer of Training
IDENTIFIERS- Content Area Teaching; *Hong Kong

An ethnographic study conducted in Hong Kong investigated commonalities in Chinese and English that might be used to elicit prior learning in the first language to enhance learning in English as a Second Language (ESL), for both language and content area instruction. Specifically, it: (1) examined Hong Kong students' exposure to and interaction with graphic representation of knowledge structures (illustrations and format of textbooks and other instructional materials); (2) determined the students' academic graphic literacy, or familiarity with the conventions of and ability to construct meaning from that graphic representation; and (3) suggested means of using common graphic representations and graphic literacy to elicit prior learning. Subjects were 450 students in 3 different types of schools. All were observed, and 13 were interviewed. It is concluded that Hong Kong students encounter many of the knowledge structures in graphic form in their education, and that many graphic forms and textbook illustrations are common across languages. The students showed a high level of graphic literacy, and demonstrated awareness of different graphic representations, interaction with graphics, ability to construct meaning from different graphic forms, and understanding of graphic representations of knowledge structures presented in English. Implications for ESL and content instruction are outlined. (MSE)

ED 358 700 FL 021 234

Montgomery, Michael
The Contributions of Joseph Sargent Hall to Appalachian Studies.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Area Studies; Bibliographies; *Folk Culture; *Historiography; *North American Culture; North American English; *Oral History; *Oral Language; Regional Characteristics; Regional Dialects; Researchers
IDENTIFIERS- *Appalachian Studies; *Hall (Joseph Sargent)

The work of Joseph Sargent Hall, a pioneer researcher in Appalachian studies, is chronicled. Hall was hired by the National Park Service in 1937, as a graduate student, to document the lives and lore of older mountain residents allowed to remain in the Great Smoky Mountains after the land was purchased for a national park. His early efforts included extensive notes on and recordings of mountain natives speaking and singing. These represented the first systematic gathering of data on Appalachian speech. His doctoral dissertation was on training as more students go to the polytechnics and as workplace apprenticeship replaces training; provision of most training at the postsecondary level, and absorbing excess faculty; (3) retraining of older workers to increase the aggregate level of qualified workers and to avoid unemployment; (4) provision of basic skills training in the workplace; (5) creation and use of vocational training institutions that provide training in the organizational habits, culture, language, and working styles of potential multinational investors; and (6) training for new occupations through multiskilling. Rapid technological change requires more technical education--but a technical education based on a higher, not a lower or watered-down level of academic preparation. The crux of the matter is that no amount of pre-service education or training will suffice to deal with the changing needs of the workplace brought about by technological development. Signs of the merging of education and training are the expanding catalogues of continuing education courses and provision of technical services to industries by training institutions which are discovering that in order to teach they may also have to learn. Firms in Singapore have been recruiting all graduates of the education and training system, but some still invest in training. They have also discovered that organizational learning through participation of all those involved in production is a condition for survival. (Contains 10 references.) (YLB)

ED 358 248 CE 062 627

Fluitman, Fred
Traditional Apprenticeship in West Africa: Recent Evidence and Policy Options. Discussion Paper No. 34.
PUB DATE- Feb 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Business Administration; Developing Nations; Dropouts; Entrepreneurship; Foreign Countries; Job Training; Postsecondary Education; Skill Development; *Skilled Workers; Small Businesses; Trade and Industrial Education; Trainees; Vocational Education; Youth
IDENTIFIERS- *Africa (West)

Apprenticeship is the main avenue to self-employment in micro-enterprises and thus a cornerstone of informal sector development in West Africa. Survey results for Ibadan, Lome, Dakar, Niamey, and other cities demonstrate that apprenticeship as practiced by informal sector artisans is often very similar from one country to the next. Dropout rates are estimated at 20-25%. Micro-enterprises involved in apprenticeable trades produce, on average, one "graduate" per year. Apprenticeship is not only for young men. Females apprentice in female-dominated trades. Survey data confirm that apprentices tend to be better educated than their masters. A majority select their trade because it was something they had always wanted to do. Masters are often selected because they are relatives or family acquaintances. Costs of apprenticeship vary considerably among and within trades and from one country to another depending on demand and whether the master is a relative. Apprenticeship usually takes 3 or 4 years, and working hours are long. Apprentices learn primarily by watching their master and being "corrected" when they err. Usually, masters follow a training plan. Apprentices learn technical skills as well as management and organization skills. Three of four apprentices state they

Species; Environmental Education; *Evaluation Criteria; Fisheries; Floriculture; Horticulture; Landscaping; *Natural Resources; Nurseries (Horticulture); Postsecondary Education; Secondary Education; *State Standards

IDENTIFIERS- *Florida

This document contains agribusiness and natural resources education courses standards for 43 exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level in Florida. Each program courses standard is composed of two parts. The first part, the curriculum framework, includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. The second part consists of student performance standards, which are listed for each intended outcome. Courses/programs are as follows: introduction to agritechnology; orientation to and exploration of agribusiness and natural resources occupations; applied agribusiness skills; fundamentals of agriscience; practical agricultural skills; agribusiness cooperative education; agricultural business technology, directed study, equipment technology, machinery services, mechanics, production technology, services and supplies, services and supplies technology; agritechnology; animal production technology; animal products processing; animal science; citrus production and technology; crop and dairy production; environmental horticulture; farm production operations; fish and seafood production; floriculture; forest technology; golf course operations; landscape operations and technology; livestock production; natural resources and forest ecology; natural resources technology; natural resources, wildlife conservation, and management; nursery operations; ornamental horticulture technology; park management; pest control technology; small and large animal services; turf equipment management; turfgrass operations; and zoo animal technology. (YLB)

ED 358 266 CE 063 790

Business Education. Vocational Education Program Courses Standards.

PUB DATE- Jul 92

NOTE- 326p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accounting; Business Administration; *Business Education; Clerical Occupations; Competence; Competency Based Education; *Course Content; Entry Workers; *Job Skills; *Office Occupations Education; Postsecondary Education; Promotion (Occupational); Secondary Education; *State Standards; Vocational Education; Word Processing

IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in business education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For the child's insistence on wanting to participate, and the "parent-friendly" location of the programs. Parental self-esteem is also reinforced with overt and subtle messages. The five-page narrative is accompanied by a chart describing models deserving national recognition. Program name/origin, children targeted, sites, and description are provided. A table provides a suggested list of community resources for collaboration necessary for a high quality program. Names, addresses, and telephone numbers of 11 cited program contacts and 21 references are listed. (YLB)

ED 358 285   CE 063 809

Ruhland, Sheila K.
National Study of the Supply of and Demand for Secondary Marketing Education Teachers in 1992.
PUB DATE- Jun 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Distributive Education; *Distributive Education Teachers; Employment Opportunities; Employment Patterns; *Employment Projections; *Inservice Teacher Education; *Marketing; National Surveys; Secondary Education; *Secondary School Teachers; Teacher Employment; *Teacher Supply and Demand; Teaching (Occupation); Vocational Followup

A study surveyed administrators of marketing education teacher preparation programs to obtain supply data and state directors of marketing education to obtain demand data. From the initial list of 62 institutions of higher education in the United States with programs to prepare marketing education teachers, 50 institutions reported data for inclusion in the study. Of the 48 state directors, 33 provided data. Findings were as follows: the number of secondary marketing education teachers remained relatively unchanged between 1990-91 and 1991-92; no shortage of secondary school marketing education teachers was apparent; the majority of marketing education graduates obtained teaching positions at the secondary level rather than the postsecondary level; secondary marketing education teaching vacancies were primarily filled by new graduates; and the majority of marketing education graduates obtained a teaching position upon completing their degree. The following recommendations were made: yearly replication of the study; identification of alternative employment opportunities in view of the anticipated surplus of graduates; identification of alternative resources for teacher education programs in view of the projected shortage of marketing teacher educators; and research investigating why graduates do not seek teaching positions. Data should be collected on postsecondary marketing education teacher supply and demand, and identifying program changes. (Appendixes include 19 references and the survey instruments.) (YLB)

ED 358 286   CE 063 811

Holmes, Wally S.; And Others
Integrating Academic and Vocational Education: A Literature Review. First in a Series.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 92
NOTE- 84p.; For related documents, see CE 063 812-814.

examples of unit standards; levels definitions; information on determining unit credit; regulations for the naming and issuing of nationally registered qualifications; New Zealand Qualifications Authority classification for unit standards and national qualifications, with fields, subfields, and domains; information on accreditation, including procedures, scope, unit accreditation, group accreditation, and general accreditation; application forms for unit and qualification registration; and glossary. (YLB)

ED 358 303 CE 063 838

Quality Management Systems for the National Qualifications Framework. Quality Assurance in Education and Training.
PUB DATE- Feb 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Educational Certificates; Educational Quality; Employment Qualifications; Foreign Countries; Job Training; *Management Systems; Postsecondary Education; *Quality Control; Secondary Education; Standards; *Student Certification; *Vocational Education
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

This booklet explores the idea of quality and its management as it applies to providers of education in particular, but also as it applies to national standards bodies and workplaces offering on-the-job training. It explores the focus on quality in industry and education and defines quality in terms of the features of quality and their application. The booklet shows how the partnerships that are central to quality management systems enable responsibilities for quality to be delegated. Three models that demonstrate different approaches to quality management are illustrated: International Standards Organization (ISO) 9000, Total Quality Management, and the combined approach. The booklet then describes the activities that ensure quality: establishing, maintaining, and reviewing standards; self-evaluation; and quality audit. Other topics include differences between systems and the reasons for these differences and interaction of partners in quality management. Various accreditation methods are discussed: unit accreditation, accreditation for a combination of units, group accreditation, and general accreditation. The booklet ends with a list of the goals of quality management. The booklet is written primarily in terms of New Zealand's National Certificate and National Diploma, but the principles it presents apply across all qualifications. Contains 19 references and a glossary. (YLB)

ED 358 304 CE 063 841

Striving for Excellence. Final Report to SPD1 Motorola.
SPONS. AGENCY- Motorola, Inc., Phoenix, AZ.
PUB DATE- Dec 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Individual Differences; *Interaction; Interpersonal Competence; Interpersonal Relationship; Labor Force Development; Literacy

KSAs required. The basic sets of KSAs could be developed more thoroughly in college instruction. The greatest improvements in assessment could be made by simply assembling existing information about student performance in more innovative ways. An appendix provides descriptions of some of the most widely used job analysis systems and identifies the KSAs that are stressed in them. (Contains 17 endnotes and 32 references.) (YLB)

ED 358 324   CE 063 873

Sherer, Peter D.; Lee, Kyungmook
Beyond the Standard Employment Relationship: The Character and Determinants of Risk-Involved Teams, Altered-Time Arrangements, and the Contracting-In of Retirees. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consultants; *Employer Employee Relationship; *Employment Practices; *Flexible Working Hours; *Human Resources; Job Sharing; *Labor Utilization; Participative Decision Making; Part Time Employment; Personnel Policy; Retirement; Risk; Teamwork

A study examined three human resource arrangements that varied from the standard form of the employment relationship. One arrangement included risk-involved teams (RITs) in which greater reliance was placed on risk sharing and employee involvement. The second represented the "contracting-in" of retired employees (CIR) to act as independent consultants. The third arrangement represented altering the dimension of time spent in the workplace, or altered-time arrangements (ATAs). Explanations for the use of the three arrangements were hypothesized, and usable data were collected from 496 organizations throughout the United States. Parallel regression models were estimated to examine the pattern of coefficients across the three dependent variables: RITs, ATAs, and CIR. Findings indicated that manufacturing was behind services and other sectors in the use of ATAs but led the way in use of RITs. Regionally, the West led in use of ATAs and RITs. When the largest percentage of a firm's work force consisted of new entrants, it made more use of ATAs. Organization size was positively associated with RITs, ATAs, and CIR. When organizations had more female employees, they made more use of ATAs. When organizations had a greater number of older workers, they relied more frequently on CIR. RITs were used significantly less in organizations with a greater percentage of minorities in the work force. RITs appeared to be part of the implementation of a firm's business strategy. (Contains 60 references.) (YLB)

ED 358 325   CE 063 874

Scarselletta, Mario
Button Pushers and Ribbon Cutters: Observations on Skill and Practice in a Hospital Laboratory and Their Implications for the Shortage of Skilled Technicians. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 23p.

facilities, equipment, and supplies, and safety for apparel production classrooms and laboratories; program implementation; teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a listing of sources of 30 print materials, 10 audiovisuals, and 4 computer software programs; and a list of 31 teacher-recommended print materials, 8 teacher-recommended audiovisuals, and 1 software program). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, activity, performance objective, enabling objectives, terms, learning activities with resources, procedures, information sheets, self-check, and performance test. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the apparel production field. (KC)

ED 358 340 CE 063 920

Basic Gasoline Engine Mechanics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Auto Mechanics; Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; Educational Resources; Entry Workers; Job Skills; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; *Small Engine Mechanics; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a basic gasoline engine mechanics program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for basic gasoline engine mechanics courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: program implementation; instructional resources (a listing of 30 print materials and 12 audiovisuals, along with publishers' addresses); facility design for basic gasoline engine mechanics laboratories and classrooms, equipment, safety, maintenance, and liability; and teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the gasoline engine mechanics field. (KC)

ED 358 341 CE 063 921

Communication Electronics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Items
IDENTIFIERS- Florida

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in interior design technology in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job titles and descriptions and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (the student learning guide and student organization participation); professional considerations (professional organizations, organizations providing support services, and state university programs in interior design); and instructional resources (sources of print and audiovisual materials and software and teacher-recommended materials). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in an interior design technology program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the interior design technology skills and work environment readiness skills covered in the interior design technology program. (MN)

ED 358 358   CE 063 938

Landscape Operations and Landscape Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 89
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Basic Skills; Behavioral Objectives; Career Education; Competence; Educational Resources; *Employment Potential; Entrepreneurship; Grounds Keepers; Information Sources; *Job Skills; Job Training; *Landscaping; Learning Activities; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; Statewide Planning; *Student Evaluation
IDENTIFIERS- Florida

This program guide identifies particular considerations in the organization, operation, and evaluation of landscape operations and landscape technology programs. Contents include information on the following: program content and structure, including program description, job titles, licensure and credentialing, and program structure; curriculum frameworks that details major concepts, content, laboratory activities, and intended outcomes; lists of student performance standards in landscape operations and landscape technology; and facilities (design criteria and suggested equipment and supplies). A format for a student learning guide and student organization participation are suggested to aid in program implementation. Information on teacher standards and technical updating and addresses of professional organizations and support services are provided. An instructional resources section lists print, audiovisual, and computer software resources; sources for instructional materials; and Florida Educational Information Service

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; *Educational Needs; Educational Strategies; *Homeless People; Models; *Program Development; Program Effectiveness; Program Implementation
IDENTIFIERS- ERIC Digests

The Adult Education for the Homeless (AEH) program was initiated with funds provided through the McKinney Act of 1987. During its first 4 years, the AEH program served over 100,000 homeless adults. In 1991, 34,000 adults participated in AEH programs in 31 states; nearly half were women. Approximately 60% of those served were between the ages of 25 and 44, and another 29% were between the ages of 16 and 24. Initially, AEH programs were based on either the development/capacity building, urban focus, services-to-women, or statewide approach. More recently, most states have tended to focus on the urban or statewide approach. Both on-site and off-site programs have been developed. The following are among the published recommendations concerning AEH program development: focus on the adult as a learner rather than as a member of a particular subgroup; use learner-centered approaches to give homeless adults the opportunity to control at least one area of their lives; use learners' life experiences as a basis for developing curricula that address the diverse experiences and characteristics of the adult homeless population; and provide access to the wide range of services needed by homeless persons by giving high priority to interagency collaboration. (Contains 8 references.) (MN)

ED 358 377 CE 064 411

Wagner, Judith O.
Career Resource Centers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Information Systems; *Career Planning; *Facility Planning; Guidelines; Material Development; Media Selection; *Occupational Information; Postsecondary Education; *Resource Centers; Resource Materials; Secondary Education; Staff Role
IDENTIFIERS- *Career Resource Centers; ERIC Digests

Career resource centers (CRCs), which are located in both educational settings and the workplace, provide information and services on planning a career and finding a job. CRCs offer information, materials, and services to individuals interested in career planning and development and are typically found in secondary and higher education institutions. Services provided by CRCs include the following: retrieving occupational and educational information; helping individuals use CRC resources; promoting thoughtful career planning, providing job placement and employability skills information; helping individuals assess their attitudes, interests, and aptitudes; and preparing individuals for life-role transitions. CRCs are commonly structured as a series of stations and are ideally staffed by professional, paraprofessional, and support staff trained in ninth graders, with the cooperation of volunteer peer tutors, is described. It is noted that, since the implementation of the Stay a Winner program, the school's dropout rate, which had been the highest in the system, was reduced by 50 percent. (Author/NB)

ED 358 397 CG 024 887

Rosenstein, Diana S.; Horowitz, Harvey A.
Working Models of Attachment in Psychiatrically Hospitalized Adolescents: Relation to Psychopathology and Personality.
PUB DATE- Mar 93
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Attachment Behavior; Clinical Diagnosis; *Hospitalized Children; Models; Mothers; Parent Child Relationship; *Personality; *Psychiatric Hospitals; *Psychopathology; Sex Differences

This study examined the role of attachment in adolescent psychopathology among psychiatrically hospitalized adolescents. Subjects consisted of 60 adolescents and 27 of their mothers. Measures included the Adult Attachment Interview classification for both the adolescents and their mothers, and a battery of diagnostic and personality assessment of the adolescents. The findings revealed that the quality of adolescent attachment relationships with parents was strongly related to both clinical diagnosis and personality dimensions. A striking similarity between patients' and mothers' attachment classification also was found. Adolescents whose attachment organization was Dismissing relied upon a strategy of defensive exclusion from awareness of information which portrayed attachment relationships in a negative light. This strategy was shared by adolescent with externalizing disorders (conduct disorder, substance abuse) and by Narcissistic and Antisocial Personality Disorders and traits. Adolescents in the Preoccupied group were extremely sensitive to difficulties in their attachment relationships and overwhelmed by negative perceptions of parents. These patients were likely to have an Affective Disorder, Obsessive-Compulsive, Histrionic, Borderline, and Schizotypal Personality Disorders, and dependent, avoidant, schizotypal, and dysthymic personality traits. (NB)

ED 358 398 CG 024 888

Seibert, Dinah; And Others
Are You Sad Too? Helping Children Deal with Loss and Death. Suggestions for Teachers, Parents and Other Care Providers of Children to Age 10.
PUB DATE- 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coping; *Death; Elementary Education; *Grief; Parent Role; Preschool Education; Stress Variables; Teacher Role; *Young Children

ED 358 419 CS 011 315

Helping the Beginning Reader: Successful Techniques Used by Successful Teachers.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Curriculum Development; *Instructional Effectiveness; Parent Influence; Parent Participation; Primary Education; *Reading Strategies; *Reading Teachers; Student Needs; Teacher Effectiveness

This booklet delineates the actions and attitudes of successful teachers who typically produce skilled readers. Presenting a variety of approaches, the booklet emphasizes that needs created by beginning readers' diverse backgrounds can only be met through a curriculum marked by equal diversity. The booklet outlines those identified characteristics that promote an eagerness to read and that do help students learn. The following chapter titles are included: Questions and Answers (discussing 20 questions, such as, Why is learning to read difficult for beginning readers? How do successful teachers enlist the help of parents in teaching the beginning reader?); Characteristics of Successful Reading Programs; Practical Approaches for Teaching Reading; Successful Techniques to Teaching Beginning Readers; Stages of Learning to Read; and Agencies and Professionals to Contact about Reading. (SAM)

ED 358 420 CS 011 316

Helping Students Develop Good Study Habits.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Parent Influence; Reading Skills; Student Needs; *Study Habits; *Study Skills; Teacher Student Relationship

This booklet provides an overview of the main problems causing poor study habits and details possibilities for improvement. It also identifies roles that teachers, parents, and students must play in the study process. The booklet addresses specific concerns under the heading "Questions and Answers": Who Is Responsible for Developing Good Study Habits? When Do Study Habits Improve? How Can Some Students Have Poor Study Habits Yet Get Good Grades? When Does Homework Help Develop Good Study Habits? How Can Television Improve Study Habits? When Is Television a Detriment to Study Habits? How Much Time Should be Devoted to Studying? The remaining chapters are: Developing Good Study Habits through Better Reading Skills; Developing Good Study Habits at School; Developing Good Study Habits at Home; How Teachers Can Help Students Develop Good Study Habits; How Parents Can Help Their Children Develop Good Study Habits; and Professionals to Contact about Improving Study Habits. (SAM)

ED 358 421 CS 011 317

Udall, Anne J.; Daniels, Joan E.
Creating the Thoughtful Classroom: Strategies To Promote Student Thinking. Grades 3-12.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Intervention; Elementary School Students; Grade 1; Grade 2; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Instruction; Reading Research; Urban Education; *Writing Instruction
IDENTIFIERS- Columbus Public Schools OH; *Emergent Literacy; *Ohio Reading Recovery Program; Outcome Based Education

A study evaluated the Early Literacy program that served 1,773 underachieving pupils in grades one and two who appeared unlikely to learn to read successfully without additional reading instruction. The Early Literacy program teacher and each small group of pupils worked together each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. The treatment group consisted of 354 grade one pupils and 240 grade two pupils. Results indicated that: (1) 56% of the grade one treatment group pupils reached text reading level 8; (2) when combined, grade one and two pupils had an average gain of 8.28 normal curve equivalents (NCEs) in Total Reading; (3) in reading comprehension, grade two pupils had an average NCE gain of 8.59 NCEs; (4) of the 349 grade one treatment group pupils with available retention data, 308 (88.3%) were promoted to grade two; (5) of the 239 grade two treatment group pupils, 224 (93.7%) were promoted to grade 3; and (6) 98.3% of parents of treatment group pupils participated in the program in some manner. Findings suggest continuation of the program with consideration given to eight areas of concern. (Eight tables of data are included; evaluation and assessment instruments are attached.) (RS)

ED 358 442 CS 011 342

Johnson, Jessie
Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Assistant Program, 1991-92. Ohio Disadvantaged Pupil Program Fund. Final Evaluation Report.
PUB DATE- 93
NOTE- 61p.; For 1990-91 report, see ED 343 111.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Intervention; *Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Kindergarten; Kindergarten Children; Language Arts; Primary Education; Program Evaluation; Reading Research; *Reading Skills; *Teacher Aides; Urban Education; *Writing Skills
IDENTIFIERS- Columbus Public Schools OH; Emergent Literacy; *Instructional Assistance Program OH

A study evaluated the Instructional Assistant Program that served 2,123 pupils in kindergarten and first grade by providing direct instructional service to selected underachieving pupils in the classroom setting. The program emphasized activities which would increase oral and written language and reading skills needed to be successful in school. The major evaluation effort was accomplished through the collection and analysis of the "Balloons" test (a concepts about print test) for kindergarten, and the Total Reading subtest of the Metropolitan Achievement test for first grade. Results for kindergarten indicated that: (1) 744 kindergarten pupils met the attendance offer little help in achieving a sense of professional teaching or classroom methodology. The Mentor program of Radford University's English Department provides an excellent approach to overcoming this void in the professional development of young teachers. Professors who participate in the program, moreover, not only give instruction and support but also receive a great deal themselves as they re-examine their own teaching practices and assumptions. Meetings with the department teaching assistants often occur over casual dinners during which participants share stories and insights concerning the profession of teaching. Each person has to finally write out his/her own teaching philosophy. The course descriptions and syllabi are designed together as a group. Overall, the regular meetings in the group and among colleagues in smaller gatherings prove enlightening, encouraging, and helpful for everyone, including the experienced professors. The program has reminded each participant, first and foremost, of the centrality of the student as the reason teachers teach. (HB)

ED 358 460 CS 213 865

Dorwick, Keith
Beyond Politeness: Flaming and the Realm of the Violent.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Classroom Environment; College Students; *Electronic Mail; Higher Education; *Language Usage; *Student Behavior; Student Subcultures; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- Communication Behavior; Computer Mediated Communication; *Flaming (Computer Mediated Communication)

Although "flaming" (language and behavior considered outrageous in a classroom context) is a rupture of teacher authority, it can be used in the classroom as a viable pedagogical tool. A student in a basic literature course read a long and sexually explicit narrative in rhymed couplets. The rupture in the normal classroom environment caused by the student's poem is analogous to the rupture between computer users and flamers. In another class, the students were discussing homophobia, sexism, and misogyny over a computer network using graffiti collected by the students as a text. Flamers began to overload the session and dominate the computer-mediated discussion. The teacher ended the class early but spent the next 3 days using transcripts of the "flame" to discuss the exact language the flamers used. Flaming springs forth from the anxieties and fears of students: it lacks forethought and craft but it is the students' own language. Perhaps teachers can use students' commitment to their own language and ideas to teach them the power of rhetoric. Flaming can bring a range and a kind of a language into classrooms that may otherwise be absent. Teachers should consider ways to use the material generated by a flame when it does occur. (RS)

ED 358 461 CS 213 867

Graves, Roger
Virtual Realities for the 21st Century.
PUB DATE- Apr 93

IDENTIFIERS- *English Majors

A 1987 survey of college English departments revealed that only 74 (38%) of the 194 colleges surveyed offered students the opportunity to specialize in some aspect of writing in addition to literature. A 1992 survey showed that 69% of departments had begun to offer this specialization. Respondents outlined possibilities for organizing and administering college writing programs by answering the question: "who advises students and/or administers the writing emphasis?" Administrative models included: (1) the monarchy in which the department head administers the program and thus spends time on minutia that s/he should spend on larger policy issues; (2) the dictatorship in which a "writing czar" or writing program director serves as administrator; (3) the oligarchy in which an elected or appointed writing program committee makes and attempts to implement policy; (4) the constitutional government model in which those who participate in the program administers it with reciprocal controls according to democratic process; and/or (5) the anarchic model in which highly diffused responsibility results in no one being in control. Those who designed and implemented this survey hope that departments will modify their programs in ways that bring them more in line with the full range of activities now going on in the discipline. (SAM)

ED 358 480 CS 213 895

Sacken, Jeannee P.
Alternative Assessment Measures for Nontraditional Students.
PUB DATE- 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College composition and Communication (43rd, Cincinnati, OH, Mar 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deafness; Essay Tests; Higher Education; Nontraditional Students; Special Education; *Student Evaluation; *Testing Problems; Test Validity; Undergraduate Students; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment; Rochester Institute of Technology NY; *Test of Standard Written English

To assess the written and verbal communication skills of the approximately 100 deaf and hard-of-hearing students attending the College of Business at the Rochester Institute of Technology (RIT) is a real challenge. The only way for most of these students to satisfy the College of Business' general writing competency requirement was to take the Test of Standard Written English (TSWE). The TSWE is controversial: the format and layout of the test make questions difficult for any student to read; the purpose of the TSWE is not to assess students' writing competency but to assist in the placement of students into first-year writing courses of varying degrees of difficulty; and experience has show little correlation between TSWE scores and actual performance and grades earned in writing or other courses. Groups of faculty and administrators developed an alternative essay exam for deaf students and identified and normed alternative objective tests to the TSWE. The essay exam allows students up to two-and-one-half hours to compose an essay on their choice of one of two business-related topics. In four years of testing, approximately 40% of the deaf students passed. Three tests were selected for further study and research: the New Jersey Writing Test, the Written English Expression Placement Test, and the Test of Written English. The rarely asked a question, and in a class where questions were discouraged more than encouraged. Contrary to prediction and prior evidence, there was no indication that whether co-learners did or did not ask questions influenced students' judgments of comprehension adequacy. Students indicated that they were more likely to ask a question when other students asked, when a questioner had rarely done so in the past, and when teachers encouraged questioning. (Six figures of data are included.) (Author/RS)

ED 358 500 CS 508 205

Gutenko, Gregory
Random Acts of Senseless Video: An Organizational Psychology Perspective on the "Identity Crises" of Corporate Television.
PUB DATE- 4 Jun 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Canadian Communications Association (Ottawa, Ontario, Canada, June 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Educational Media; Elementary Secondary Education; *Mass Media; Models; *Organizational Communication; Videotape Recordings
IDENTIFIERS- *Corporate Television; *Kansas City Public Schools MO; Organizational Culture

Corporate television suffers from at least two "identity crises": departmental isolation, and the lack of a legitimate identity for the corporate video product itself. Video departments are not usually viewed and accepted by the organizational whole as natural evolutions of a historically defined and behaviorally integrated system. The essential component in the survival process is the establishment and maintenance of interlocked behavioral cycles with client departments. The Kansas City, Missouri School District's Television Production Department evolved through three distinct configurations: from 1974 to 1984, the department was dependent and isolated; from 1984 to 1988, the department was dependent and interlocked; and from 1988 to 1991, the department was dependent and isolated. In corporate television, working with existing video solutions means using broadcast and instructional television as models for production methods, equipment configurations, program design, and the conceptualization of audience attitudes and communication processes. In maintaining a restricted collection of product models copied from broadcast television, instructional film, and other corporate media examples, the video department itself resembles a "garbage can" model as used in organizational psychology. To fully perceive, evaluate, and take a hand in all of the factors which can determine survival requires looking beyond the immediacy of the hardware, software, and the people contained within the walls of the media department. (RS)

ED 358 501 CS 508 274

Grusko, Robin; Kramer, Judy
Becoming a Teacher: A Practical and Political School Survival Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Communication (Thought Transfer); *Communication Skills; Elementary Secondary Education; Nonverbal Communication; *Public Speaking; Verbal Communication; Writing Improvement; *Writing Skills

For educators, effective communication is an essential skill. This booklet is a collection of ideas, techniques, and tips to help educators strengthen their personal communication skills. The introduction discusses the need for administrators to communicate effectively with various audiences, describes the components of the communications process, and examines nonverbal cues. The first section offers tips for effective public speaking, which involve planning and making a presentation, communicating with a hostile audience, and making one's talk memorable. The second section provides guidelines for developing strong writing skills, addressing the issues of knowing one's audience, writing for clarity, and revising the piece. A conclusion is that improving one's communication skills is a lifelong process. (LMI)

ED 358 521   EA 024 936

Richards, Joe B.
Student Expression: The First Amendment Does Not Protect Everything. (Student Newspapers, Handouts, Protests, Gangs, and Hate Speech).
PUB DATE- 10 Dec 92
NOTE- 10p.; Paper presented at the Oregon School Law Conference (Eugene, OR, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Court Litigation; *Discipline Policy; Elementary Secondary Education; Federal Courts; *Freedom of Speech; Public Schools; School Law; *School Newspapers; *Student Rights
IDENTIFIERS- Bethel School District 403 v Fraser; *First Amendment; Hazelwood School District v Kuhlmeier; *Supreme Court; Tinker v Des Moines Independent School District

The U.S. Supreme Court decision in "Hazelwood School District v. Kuhlmeier" established that a public high school newspaper, produced by students in a journalism class, is not a forum for public expression. The Court said that although school board policy specified that student free speech would not be restricted, other factors concerning the newspaper's publication made oversight by the principal allowable. This decision established educators' right to exercise editorial control over school-sponsored publications as long as the actions served legitimate teaching concerns. In "Tinker v. Des Moines Independent School District," the Court established that schools may punish student expression only when it substantially disrupts school activities. Two cases, "Rivera v. East Otero School District" and "Hemery v. School Board of Colorado Springs," defined how schools may regulate the distribution of religious materials. The Eugene, Oregon, school district used the "Tinker" precedent to support its decision to keep out of school a student who was a gang member. In the area of hate speech, "Bethel School District 403 v. Fraser" established that students' free speech rights must be balanced against teaching students socially appropriate behavior. (JPT)

Shapiro, Arthur S.; And Others
Enhancing Teacher Effectiveness, Empowerment, and the Restructuring Process via an Organizational Decision-Making Process.
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Annual Conference on Creating the Quality School (2nd, Oklahoma, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Decision Making; Elementary Secondary Education; *Organizational Change; *Organizational Communication; *Organizational Theories; Problem Solving; *Theory Practice Relationship
IDENTIFIERS- Empowerment

This paper offers a process for organizational decision making that will assist educators involved in school restructuring. The first part, which focuses on the nature of theory and the relationship of theory to practice, concludes that current organizational theory on decision making is inadequate. The next section outlines four stages of a process theory for organizational decision making: sensing a problem and developing a plan; generating interactions; negotiating; and examining outcomes and consequences. The cycle is ongoing. The theory is also one of organizational behavior, in that it is a process theory that focuses on the patterns of interaction involved in producing and developing. Finally, several examples illustrating the theory's practical applications are described. One figure is included. (Contains 34 references.) (LMI)

ED 358 542 EA 024 978

Richardson, Michael D.; And Others
School Deregulation: A Second Look at South Carolina.
PUB DATE- Mar 93
NOTE- 21p.; Paper presented at the Annual Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Decision Making; *Educational Change; Elementary Secondary Education; *Individual Power; Principals; Public Schools; *School Based Management; School District Autonomy; School Surveys; State School District Relationship; *Teacher Role
IDENTIFIERS- *South Carolina

Deregulation in South Carolina schools was designed to give schools flexibility in meeting state and federal guidelines and student achievement goals. A survey of principals and faculty of deregulated schools examined how they perceived themselves as change agents. A questionnaire was sent to each principal and one faculty member in each of the state's 195 deregulated schools. The schools were free from certain regulations on class scheduling and structure, and monitoring and assessment. Responses were received from 50 percent of the principals and 41 percent of the faculty members. The results indicated that 89 percent of principals and 76 percent of faculty perceived themselves as risk takers who act as change agents in their schools. Inadequate funding and the potential impermanence of deregulation were cited as constraints to deregulation. Both groups also believed that change was a personal process as well results related to each of the following program objectives: (1) develop skills and attitudes for shared leadership; (2) synthesize fragmented efforts around a familiar framework; (3) build internal capacity for dissemination and follow-up; (4) provide a readiness base for more ambitious or extensive restructuring efforts; and (5) facilitate collaboration among school-improvement facilitators and higher education. Data from a follow-up study, training evaluation forms, and anecdotal reports suggest that clients are highly satisfied with both the training content and format. (Contains 23 references.) (LMI)

ED 358 562 EA 025 002

Barrett, Thomas; And Others
Results of the Year-Round Education Parent, Staff, and Student Surveys.
PUB DATE- Jun 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Schools; Intermediate Grades; Parent Attitudes; *Program Evaluation; *School Schedules; Student Attitudes; Teacher Attitudes; *Year Round Schools
IDENTIFIERS- *Riverside Unified School District CA

The 1991-92 school year marked the first year of implementation of Year-Round Education (YRE) in seven Riverside Unified School District elementary schools. To assess participant satisfaction with the program, a survey was conducted of parents, all staff, and fourth- through sixth-grade students. The parent survey was conducted in two phases. First, about 30 percent of the parents at each school, including bilingual parents, were contacted by telephone. Next, students took surveys with open-ended questions home to their parents. Findings showed that approximately 70 percent of all respondents reported that they were either very satisfied or satisfied. Although African-American parents and students were slightly less satisfied and Hispanic parents were slightly more satisfied than other ethnic groups, the reported ethnic differences were small. Staff members expressed differences that were inconsistent across survey items and tended to favor one track over another according to the given survey item. Parents and staff said that YRE allowed students to remain focused and retain more of what they learned. Students, teachers, and parents expressed dissatisfaction with large class sizes and changing classrooms. Three graphs and copies of the surveys are included. (LMI)

ED 358 563 EA 025 003

Winger, Marc
Keeping on Track: A Study of the Instructional Leadership of Elementary Year-Round Principals. Summary of a Doctoral Dissertation.
PUB DATE- Feb 93
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Outcomes of Education; Parent Student Relationship; Program Evaluation; Research and Development; *Research Projects; Student Evaluation; Talent; Theory Practice Relationship
IDENTIFIERS- *National Research Center Gifted and Talented

This newsletter focuses on six Year 1 research projects associated with the National Research Center on the Gifted and Talented NRC/GT). The updates address: "Regular Classroom Practices With Gifted Students: Findings from the Classroom Practices Survey" (Francis X. Archambault, Jr. and others); "The Classroom Practices Study: Observational Findings" (Karen L. Westberg and others); "The Curriculum Compacting Study" (Sally M. Reis); "Investigations into Instruments and Designs Used in the Identification of Gifted Students and the Evaluation of Gifted Programs" (Carolyn M. Callahan and Paula Pizzat); "The Learning Outcomes Study" (Marcia A. B. Delcourt and Lori Bland); and "A Theory-Based Approach to Identification, Teaching, and Evaluation of Gifted" (Robert J. Sternberg and Pamela R. Clinkenbeard). Additional commentaries consider the impact of parents on gifted adolescents (Julie L. Sherman) and academic summer camp for gifted minority students (Richard Chandler). Also included are several book and journal reviews and abstracts of papers on: Structure of Intellect Tests and giftedness; longitudinal studies of minority groups; characteristics of exceptionally gifted boys; effects of radical acceleration; problem finding skills and creativity; case studies of disadvantaged gifted adolescents; and artistic development in middle childhood. (DB)

ED 358 583 EC 301 832

Hutchins, Vince L.
Federal Policy for Early Childhood: Evaluation of Services for Children with Disabilities.
PUB DATE- 92
NOTE- 16p.; In: Gallagher, James J., Ed., Fullager, Patricia K., Ed. The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems; see ED 353 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Disabilities; *Early Intervention; Federal Government; Government Role; Infants; Interdisciplinary Approach; Objectives; Preschool Education; Private Sector; *Public Policy; Public Sector; Toddlers

The field of early childhood intervention, which strives to meet the needs of infants and toddlers with disabilities, has come of age, but interagency collaboration to provide family-focused multidisciplinary services remains more a goal than a reality. Issues in the development of multidisciplinary services include fragmentation of services, initiatives for coordination, public and private sector involvement, partnerships for collaboration and coordination, and use of a vertical or horizontal structure. Activities of the Select Panel on the Promotion of Child Health in advocating development of community-based services are described, followed by a discussion of the origins of the Federal Interagency Coordinating Council of the U.S. Department of Health and Human Services. The paper then reports on a number of leadership initiatives to improve the coordination of services through the promotion of public/private partnerships. The legislative impetus for change special physical education teacher, superintendent, principal, local education agency special education coordinator, physical education department chairperson/curriculum director, physician, occupational therapist and physical therapist, school nurse, parent, teacher associate, peer partners and/or volunteers, area education agency support staff, and student. The last chapter addresses program enhancement, including utilization of support individuals, integration into regular physical education, medical and safety considerations, transition, grading, and long-range goals. Nine appendices provide various Iowa forms, guidelines, definitions, and samples. (DB)

ED 358 601 EC 302 163

Clark, James P., Ed.
Best Practices in the Supervision of School Social Work Programs.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; Guidelines; Personnel Evaluation; Practicums; Professional Personnel; *Program Administration; *Program Development; *Program Evaluation; Recruitment; *School Social Workers; Social Work; *Staff Development; Supervision
IDENTIFIERS- *Iowa

This book examines selected aspects of school social work program supervision in Iowa from a best practices framework. For each chapter, best practices are identified by referencing and synthesizing the experience base of program supervisors, the literature, and professional standards. Best practice statements are proposed for each component of program supervision and are explicitly identified and discussed. Chapters have the following titles and authors: (1) "Best Practices in the Recruitment and Selection of School Social Work Personnel" (James P. Clark); (2) "Best Practices in Planning and Implementing School Social Work Staff Development Programs" (Charlene Struckman); (3) "Best Practices in School Social Work Performance Appraisal" (Phil Piechowski); (4) "Best Practices in Evaluating School Social Work Programs" (Donald Bramschreiber and Al Flieder); (5) "Best Practices in School Social Work Practice Evaluation" (Marlys Staudt and Catherine Alter); and (6) "Best Practices in the Supervision of School Social Work Practicum Students" (Roberta Kraft-Abrahamson and Dea Ellen Epley Birtwistle). Between 10 and 25 references accompany each chapter. (DB)

ED 358 602 EC 302 164

Pliskin, Ellen, Ed.
Centering on...Using Art Activities To Enrich the Curriculum for Special Education Students.
PUB DATE- 88
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; *Art Education; Behavioral

Carlson, Dawn; Moore, Debra
Family-School Collaboration Projects in Indiana and Other States: An Overview.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- Sep 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Demonstration Programs; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Models; Parent Attitudes; *Parent School Relationship; *Program Descriptions; Program Effectiveness; Program Implementation; *Teamwork
IDENTIFIERS- *Indiana

This project identified models, practices, and existing projects, both in Indiana and throughout the United States, that demonstrated partnership efforts between families/home (particularly those families having students with disabilities) and educators/schools. This report presents a literature review on the nature, extent, effectiveness, and barriers of collaborative/partnership efforts between families/home and educators/schools. It then reports on surveys of parents, directors of special education in Indiana, and directors of special education in other states, which addressed current efforts, effective elements of programs, and barriers to partnership efforts. Brief descriptions of collaborative programs in Indiana and the other states are provided. Appendixes which make up the bulk of the document include: (1) an annotated list of 111 citations from the ERIC (Educational Resources Information Center) database; (2) a 41-item bibliography used as the basis for the literature review; (3) survey forms; and (4) names and addresses of programs in states other than Indiana. (JDD)

ED 358 622 EC 302 184

Quality Improvement Program Plan for Special Educators (QUIPP), 1991-92. OREA Report.
PUB DATE- Jul 92
NOTE- 61p.; For the 1990-91 and 1988-89 reports, see ED 349 768 and ED 320 330.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Knowledge Level; *Program Evaluation; *Special Education Teachers; Teacher Improvement; Teaching Methods
IDENTIFIERS- New York City Board of Education; *QUIPP NY

The goal of the Quality Improvement Program Plan (QUIPP) for Special Educators, developed by New York City Public Schools in New York, was to improve the quality of instruction for students with disabilities by expanding the knowledge and instructional abilities of special education professionals. The program, available in elementary and intermediate/junior high schools, was designed to meet local needs through district-based and participant-driven programs of activities. A program evaluation based on interviews with advisory committee members and special educators, a survey of participants, and review of documents revealed that: (1) over time, committees became more participatory, collaborative, consensus-seeking, efficient, and

DESCRIPTORS- *Administrator Education; Cultural Influences; Decision Making; *Disabilities; Educational Legislation; *Educational Practices; Elementary Secondary Education; *Leadership Training; *Principals; Problem Solving; *Simulation; Special Education; Supervision

This instructor's packet on collaborative leadership development in special education presents the Principal's Training Simulator in Special Education (PTSSE), designed to provide an orientation to typical situations facing local school district administrators, consideration of major issues in programming for exceptional children, practice in actual problem-solving activities, and a chance for both instructor and student to test and analyze the student's decision-making behavior. Packet materials include: (1) the instructor's manual, which offers detailed suggestions as to the use of the training materials, time schedule options, guidelines regarding key content issues for discussion, role plays, and other group problem-solving tasks; (2) a paper titled "The Principal as the Special Education Instructional Leader," which provides the conceptual framework upon which the PTSSE is based; (3) the "Special Education Handbook for Administrators," a set of procedural guidelines; (4) a paper titled "Cultural Influences on the Development of Education in the Dormit Central Schools"; (5) a participant's consumable booklet which contains orientation materials, response sheets, and task materials; (6) indices of performance, consisting of a series of satisfactory solutions to each of the simulation items; and (7) "The Principal's Blue Book on Special Education, Parts I and II," a reference manual of best practices in the administration of special education, focusing on laws governing students with disabilities and instructional leadership and supervisory practices. (JDD)

ED 358 641 EC 302 204

Burrello, Leonard C.; And Others
The Principal as the Special Education Instructional Leader. Revised.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 62p.; In: Burello, Leonard C., And Others. Principal's Training Simulator in Special Education. Instructor's Packet; see EC 302 203.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Case Studies; *Disabilities; Educational Environment; Elementary Secondary Education; *Instructional Leadership; Leadership; Mainstreaming; *Principals; Program Implementation; *School Administration; School Restructuring; *Special Education

This paper focuses on the instructional leadership role behavior of school principals in relation to the management of special education programs. A framework is presented of the principal's role in seven broad areas of instructional management: community, beliefs and experience, institutional context, principal's routine behaviors, instructional climate, instructional organization, and student outcomes. Results of case studies of five principals are examined, in which interviewers employed a shadowing technique and conducted

University and the National Association of State Directors of Special Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Practices; Elementary School Students; Elementary Secondary Education; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Minimum Competencies; Problem Solving; Secondary School Students; *Student Evaluation; Student Needs; *Teacher Attitudes
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

The appropriateness and feasibility of the "Curriculum and Evaluation Standards" published by the National Council of Teachers of Mathematics were examined with respect to the mathematics education of students with disabilities. Eleven experts from the areas of mathematics education, special education, and assessment were surveyed using a five-point forced rating scale. To investigate the response patterns among the experts, their responses were clustered using a hierarchical agglomerative technique. Most of the experts reached consensus that the Standards should be addressed through curriculum and evaluation in elementary level math education. All respondents perceived that the basic skills were adequately and feasibly addressed in the elementary curriculum. Some experts who believed in the visions provided by the Standards also approved the feasibility of the Standards in evaluation. In contrast, others who were concerned about individual educational needs of students with disabilities did not readily accept the propositions of the Standards. Little agreement on the appropriateness and feasibility of the Standards was found beyond the elementary grade level. A discussion of the implications for the math education of students with disabilities is included. (Contains 13 references.) (Author/JDD)

ED 358 659 EC 302 223

Shriner, James G.; And Others
IEPs and Standards: What They Say for Students with Disabilities. Technical Report 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 93
NOTE- 31p.; For technical reports 3 and 4, see EC 302 221-222. Prepared in collaboration with St. Cloud State University and the National Association of State Directors of Special Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Arithmetic; Elementary School Students; Grade 4; Grade 8; *Individualized Education Programs; Intermediate Grades; Junior High Schools; Junior High School Students; Mathematics Education; *Mathematics Instruction; *Mild Disabilities; Problem Solving; Standardized Tests; Student Educational Objectives; *Student Evaluation

The contents of the Individualized Education Programs (IEPs) of 76 students with mild disabilities in grades 4 and 8 were compared to nationally and locally defined standards for mathematics. The contents of the National Assessment of Educational Progress proficiency levels, local standards, and IEPs were categorized using a taxonomy with the following dimensions: level of mastery, nature of the material, and

Classrooms. ERIC Digest #E521.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 3p.; For a related minibibliography, see EC 302 377.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitudes; Beliefs; Cooperation; *Disabilities; *Educational Methods; Elementary Secondary Education; Federal Legislation; *Mainstreaming; Regular and Special Education Relationship; Services; Social Integration; Teaching Methods; Teamwork
IDENTIFIERS- ERIC Digests; Individuals with Disabilities Education Act; Teacher Collaboration

This information sheet summarizes requirements of the Individuals with Disabilities Education Act regarding inclusion of students with disabilities in general education classrooms and lists activities and support systems that have been found successful in fostering such inclusion. Suggestions are given in the areas of attitudes and beliefs, services and physical accommodations, school support, collaboration, and instructional methods. A sample scenario illustrates collaborative teaching by a regular and a special education teacher in a third grade classroom. (Contains 9 references.) (DB)

ED 358 678 EC 302 377

Including Students with Disabilities: Minibibliography. ERIC Minibib #E521.1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 3p.; For a related digest, see EC 302 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Educational Methods; Elementary Secondary Education; *Mainstreaming; *Social Integration

This annotated bibliography lists 18 publications to help educators more effectively include students with disabilities in mainstream programs. The publications, including books, journal articles, videotapes, and reports, are dated from 1987 through 1993, and most are available through the ERIC (Educational Resources Information Center) system or from the Council for Exceptional Children. (DB)

ED 358 679 FL 019 911

Bellevue Spanish Immersion Program: A Handbook for Parents and Staff.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Curriculum Design; Educational History; *Educational Objectives; *Educational Philosophy; Educational Research; Elementary Education; *Immersion Programs; Parent Materials; *Parent Participation; Program Descriptions; Program

the phonetics of Smoky Mountain English, and three books resulted from his recordings. Hall later returned to make a permanent record of mountain life, through oral histories, for the Park Service. He was one of the first linguistic fieldworkers to identify and challenge the "observer's paradox," that the natural, relaxed speech preferred for research is the most difficult to gather. After retiring from teaching, Hall wrote an extensive dictionary of Smoky Mountain speech based on his own collections, to be published in 1994 or 1995. Excerpts from the researcher's notes are included, and a bibliography of his published and unpublished work is appended. (MSE)

ED 358 701 FL 021 242

English Pronunciation Lessons: A Teacher's Resource Manual.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Mar 83
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cambodian; Classroom Techniques; *English (Second Language); Error Correction; Foreign Countries; Intensive Language Courses; Lao; *Pattern Drills (Language); *Phonology; *Pronunciation Instruction; Uncommonly Taught Languages; Vietnamese

The manual for English pronunciation instruction is designed for use in intensive language courses for Southeast Asians learning English as a Second Language. An introductory section suggests classroom presentation and lesson planning techniques and gives background information on English phonology and pronunciation instruction. A variety of exercises are described, including presentation of minimal pairs, listening discrimination activities, naming of sounds, minimal sentence drills, repetition drills, context drills, a sound-spelling association game, student-generated word lists, a visual identification drill, and phrase and sentence drills. In this section, issues in error correction are also discussed. Nineteen classroom lessons follow, each focusing on a single phoneme contrast. Each lesson consists of a number of pronunciation exercises. Notes to the teacher at the beginning of each lesson point out phonological patterns specific to Vietnamese, Lao, and Khmer that may interfere with the learning of English pronunciation. (MSE)

ED 358 702 FL 021 243

Bowman, Brenda; And Others
Teaching English as a Foreign Language to Large, Multilevel Classes.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Nov 92
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cognitive Style; Communicative Competence (Languages); *Curriculum Development; Educational Environment; *English (Second Language); Independent Study;

want to create their own establishment; many seek wage employment at first. Intervention options should include measures aimed at apprentices or at masters. (Appendixes include 10 statistical tables.) (YLB)

ED 358 249 CE 062 703

Teach Them to Use It So They Don't Lose It.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Curriculum Guides; *Food Service; *Functional Literacy; *Health Occupations; *Hospitality Occupations; Housekeepers; Inservice Teacher Education; *Machinists; Reading Comprehension; Reading Skills; *Tutors; Vocabulary
IDENTIFIERS- 353 Project; Literacy Audits; *Workplace Literacy

Developed as part of a project to upgrade the workplace vocabulary and comprehension skills of Pennsylvania workers in light industry, health, hotel and hospitality, and food service occupations, this document consists of four parts: a project report, a trainer's manual, a tutor handbook, and assessment report/resource packet. The project report explains the development of materials to train tutors in the use of functional context methodology for workplace literacy. The trainer's manual discusses the design of training workshops and presents the contents of the tutor handbook with notes to the trainer added in the left margin. The tutor handbook consists of an overview, instruction for tutors on how they can increase workers' vocabulary, and instruction on how they can help increase workers' reading comprehension. The section on how to build vocabulary is organized around the following questions tutors should ask themselves: What words does the student know? What words does the student know that have workplace-specific meanings the student needs to learn? and What words does the student not know at all? The section on how to improve comprehension is organized around the following questions: What does the student already know about the material? Can the student answer literal questions that are answered directly in the printed material? Can the student restate the material in his or her own words? and Can the student combine what he/she already knows with new information gained from the reading and apply it to a workplace situation? Both sections include printed text examples from the workplace that have been used with students. The fourth part of the document describes the study that identified the vocabulary, reading comprehension, schematics, math, writing, critical thinking, speaking, and listening skills needed by those who hold any of 29 second-level jobs in 5 occupational areas in Pennsylvania. The conduct of a literacy task analysis upon which the instructional materials were based is discussed. Seven appendices contain: (1) a list of businesses in the study and sample letters contacting and thanking employers; (2) a list of occupational areas, job titles, and employers involved; (3) copies of data collection forms; (4) lists of instructional techniques, a materials bibliography, and sample classroom materials; (5) a list of vocabulary, comprehension, schematics, critical thinking, writing, math, speaking and listening tasks specific to each occupational area; (6) a list of vocabulary, secondary job preparatory programs, courses are designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in business. Competencies in the following areas are covered: management and personnel, accounting, data processing, clerical, secretarial, court reporting, material processing, and word processing. (KC)

ED 358 267 CE 063 791

Diversified Occupations Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Competency Based Education; *Cooperative Education; *Course Content; Dropout Prevention; *Employment Potential; Entry Workers; *Job Skills; Postsecondary Education; Promotion (Occupational); Secondary Education; *State Standards; Vocational Education; Work Experience Programs
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in diversified occupations education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. The diversified occupations education program includes the following courses: exploration of vocational occupations, general practical arts, employability skills, cooperative education, diversified cooperative training, vocationally related basic skills, and work experience programs. (KC)

ED 358 268 CE 063 792

Health Occupations Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 92
NOTE- 403p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Competence; Competency Based Education; *Course Content; Entry Workers; Health Services; *Job Skills; Postsecondary Education; Promotion (Occupational); Secondary Education; *State Standards; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Administrator Role; *Articulation (Education); Change Strategies; Coordination; Educational Change; Educational Cooperation; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Futures (of Society); Integrated Activities; *Integrated Curriculum; Literature Reviews; Models; Postsecondary Education; Program Implementation; Staff Development; Success; Teacher Role; *Vocational Education

This combination literature review and guide is designed to provide classroom teachers, administrators, and teacher educators with practical information on the best academic and vocational education integration practices described in the literature. Section 1 examines the rationale for integrating academic and vocational education and summarizes basic integration and teaching practices. Section 2 discusses eight application models and eight curriculum models for integrating academic and vocational education, and Section 3 lists effective strategies and practices. Promising vocational and academic education integration programs, incentives to integration, success factors, and effective instructional materials are discussed in section 4. Section 5 describes and lists contact persons for 32 programs featuring integration strategies that were identified as outstanding in a 1991 publication of the Southern Regional Education Board. Discussed in the final section are the supportive services, staff development activities, and individual vocational instructor and administrator actions needed for improved academic and vocational education integration in the future. Three appendixes provide: a list of six current integration research projects; an outline of "what works in academic and vocational education" (effective curricular strategies, instructional strategies, cooperative efforts, and administrative practices and procedures); and a list of seven selected resources for academic and vocational curriculum integration. (Contains 25 references.) (MN)

ED 358 287 CE 063 812

Blank, William E.; Scaglione, Janet B.
Integrating Academic and Vocational Education: Implementation Guide. Second in a Series.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 92
NOTE- 96p.; For related documents, see CE 063 811-814.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Administrator Role; *Articulation (Education); Change Strategies; *Cooperative Planning; Coordination; Educational Cooperation; Educational Practices; Guidelines; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; *Program Implementation; Secondary Education; Teacher Role; Team Teaching; *Vocational Education

This implementation guide is designed to provide practical, useful help to vocational and academic teachers, administrators, and support personnel in integrated academic

Education; Manufacturing Industry; Mathematics Skills; Organizational Change; Problem Solving; Productivity; Program Development; Reading Skills; Specifications; Staff Development; *Team Training; Teamwork; *Technical Writing; Technological Advancement

IDENTIFIERS- Workplace Literacy

In 1988 SPD1, a division of Motorola, began an extensive 4-year endeavor to transform itself into an organization built on excellence and customer satisfaction. SPD1 contracted with Merex Corporation to provide three services that would enable employees to take on their new responsibilities more effectively. Merex conducted Skills Enhancement Training designed to upgrade employees' basic skills and help them become more effective, self-motivated learners. The program included critical and creative thinking skills. On both objective test measures and subjective indicators, employees showed significant improvements in all skill areas. Merex's Technical Writing System was collaboratively customized to revise SPD1's existing specifications and to set up a system for writing future specifications to the same exacting standards. Using the system, SPD1 specifications were processed according to schedule, were trackable, and remained under strict document control at all times. Merex also conducted Workplace Interaction Training to improve employees' interaction skills and to take advantage of the untapped resource of work force diversity. During 13-week courses, dubbed "Teams R Us" (TRUS), employees learned and practiced communications skills and team-based problem-solving skills. Feedback indicated that employees valued the training, were using the communication skills, and felt that team functioning had improved. (Appendixes include charts with test results, specification project timeline, and TRUS pilot group feedback.) (YLB)

ED 358 305 CE 063 843

Women on the Job: Careers in the Electronic Media.

PUB DATE- 90

NOTE- 26p.; Update of ED 256 958.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Broadcast Industry; *Broadcast Television; *Cable Television; *Career Awareness; Career Education; Career Exploration; Communications; Disabilities; Employed Women; Employment Opportunities; Employment Qualifications; *Females; Higher Education; Job Skills; *Occupational Information; *Radio; Secondary Education

This booklet is designed to introduce some of the career possibilities in the electronic media at broadcast stations and cable systems as well as in allied fields such as advertising and the law. It begins by describing the two organizations that designed this booklet: American Women in Radio and Television, Inc., and the Women's Bureau of the U.S. Department of Labor. Contacts for additional information are provided. Career opportunities are suggested, and education and training for such careers are discussed. Opportunities for persons with physical disabilities are addressed. Suggestions for beginning a career are made, and sources for additional information on careers and employment possibilities are given. General information is provided on as many areas of potential employment (job titles) as possible, but the listings are not all-inclusive and job titles may vary. The listings are divided

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Employment Opportunities; Employment Qualifications; Federal Legislation; *Job Performance; *Job Skills; *Labor Needs; *Medical Laboratory Assistants; *Medical Technologists; Postsecondary Education; Secondary Education; Skilled Occupations

Employers and policymakers have traditionally sought to manage skill shortages in technical and other occupations through initiatives predicted in one of two broad definitions of skill: skill-as-input and skill-as-artifact. A weakness of both these perspectives is that focusing on the inputs and outcomes of a labor process obscures or ignores the process itself. These two perspectives could be complemented by considerations of skill-in-practice. Recent attempts to address the growing demand for medical technicians and technologists illustrate how a practice-oriented approach to skill might shed light on the nature of skill shortages and lead to more effective policy. In response to skill shortages in medical technology, Congress has proposed two bills: the Clinical Laboratory Improvement Amendments (CLIA) calling for increased technical education, and the Rural Clinical Laboratory Personnel Shortage Act, which would relax some of the stringencies of CLIA. Medical technicians and technologists endorse the bill designed to downgrade skill requirements; physicians favor the bill aimed at enhancing skill requirements. The technicians' endorsement may reflect their conviction that the bill is more congruent with the work they actually perform. An ethnographic study investigated technicians' definitions of skill-in-practice and the implications for resolving skill shortages in technical occupations. At the hospital observed, the technicians' notions of skill were based not on education or job design but on specific work practices: ability to troubleshoot machines, demonstration of improvisational techniques, and social pooling of knowledge and experience to interpret ambiguous results. (Contains 52 references.) (YLB)

ED 358 326 CE 063 875

Zemsky, Robert; And Others
Framing the Questions: A First Look at the Japanese Labor Market. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Business Cycles; Developed Nations; Economic Climate; Economic Factors; *Economic Progress; Foreign Countries; Futures (of Society); Geographic Distribution; *Labor Economics; Labor Force Development; *Labor Market; *Labor Needs; Migration Patterns; Population Trends
IDENTIFIERS- *Japan

Japan's economic success is clear evidence that purposeful investments in the educational quality of the work force pay major dividends in terms of enhanced productivity and increased competitiveness. The key elements of the Japanese system are, in fact, less than 40 years old. The current recession is a reminder of the transitory nature of economic trends. Within Japan, most discussions of the work force begin with the

PUB DATE- Jun 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; *Communications; Competence; Competency Based Education; Educational Resources; Electronic Equipment; *Electronic Technicians; Entry Workers; Job Skills; Paraprofessional Personnel; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a communication electronics (communications technician) program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for communication electronics courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: (1) program implementation; (2) instructional resources (a listing of 26 print materials, 11 audiovisuals, and 6 software programs, with publishers' addresses); (3) facility design for communication electronics laboratories and classrooms, equipment, safety, maintenance, and liability; and (4) teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the communication electronics field. (KC)

ED 358 342 CE 063 922

Computer Electronics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; *Computers; Educational Resources; *Electronics; Entry Workers; Job Skills; Paraprofessional Personnel; Postsecondary Education; Program Guides; *Program Implementation; *Repair; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a computer electronics technology (computer service technician) program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a services. An appendix contains a sample student learning guide with lists of references and tools and equipment, objectives, information sheets, activity sheets, learning activities, self checks with answer keys, and tests. Two Career Merit Achievement Plans are attached. They display the student performance standards required for entry into the fields of landscape technology and landscape operations and provide for documentation of students' level of achievement. (YLB)

ED 358 359 CE 063 939

Laser Electro-Optic Engineering Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competence; Educational Resources; *Employment Potential; Engineering Technicians; *Engineering Technology; Information Sources; *Job Skills; Job Training; *Lasers; Learning Activities; *Optics; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; Statewide Planning; Student Evaluation; Technical Education
IDENTIFIERS- Florida

This program guide identifies particular considerations in the organization, operation, and evaluation of laser electro-optic engineering technology programs. Contents include an occupational description and information on the following: program content, including a curriculum framework that details major concepts and intended outcomes and a list of student performance standards in 14 areas. The next section addresses key factors that must be considered when implementing this program: teacher characteristics, student admissions criteria, cooperative education, and student organization participation. A section on instructional resources lists suggested resources under each outcome shown in the curriculum framework. Facilities materials cover design recommendations and safety, maintenance, and liability. A suggested equipment list is followed by lists of tools and items of equipment, organized by each outcome, corresponding to the curriculum framework. Professional development material includes information on teacher technical updating and teacher standards and addresses of professional organizations and support services. A Career Merit Achievement Plan is attached. It displays the student performance standards required for entry into the field of laser electro-optic engineering and provides for documentation of students' level of achievement. (YLB)

ED 358 360 CE 063 951

Ruhland, Sheila K.; Wilkinson, Richard F.
Identification and Development of Academic and Higher-Order Workplace Competencies in the Missouri Marketing Education Core Curriculum. Section I.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93

areas such as job placement, career planning, retrieval and dissemination of materials, counseling and personnel assessment, curriculum development, and community resource development and coordination. Print, nonprint, and computer-assisted materials should all be included in a CRC's collection of materials. Core CRC materials include directories of schools and nonschool-based programs at all instructional levels, materials on the job search process, occupational information, self-awareness materials, and information about the local job market and support groups. (Addresses of 25 resource material sources and 8 references are included.) (MN)

ED 358 378 CE 064 412

Lankard, Bettina A.
Career Development through Self-Renewal. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; Attitude Change; Behavior Change; Career Change; *Career Development; *Change Strategies; *Midlife Transitions; Models; *Self Actualization
IDENTIFIERS- ERIC Digests; *Self Renewal

Because of the economic and cultural changes that are currently taking place in society and the workplace, many adults who had their career and personal lives planned to retirement are finding those plans no longer viable and are recognizing the need to readjust their career expectations. Many adults who had always viewed life as a linear, steadily upward-progressing process are now finding their lives taking a more cyclical course marked by a series of transitions. Many adults get lost in the transitions from one life structure to another; however, many others find that a cyclical view of adult life promotes self-renewal. Although transitions are difficult, all transitions follow a predictable pattern and, consequently, adults can be trained to anticipate and facilitate them. Overcoming fear of the unknown and recognizing when change is necessary are two key steps in successful negotiation of change. A number of publications that have analyzed strategies for helping adults in their quest for career satisfaction, mastering self-renewal, and channeling self-renewal efforts into career survival and development are reviewed. (MN)

ED 358 379 CE 064 413

Kerka, Sandra
Women, Human Development, and Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Development; *Adult Education; Adult Learning; Classroom Techniques; *Cognitive Style; Educational Research; *Females; *Individual Development; Psychological Studies; *Sex Differences; *Theory Practice Relationship

This book, written for teachers, school nurses, school guidance counselors, parents, and other caregivers of children up to age 10, provides suggestions for helping children explore and accept their feelings about loss and death. Chapter 1 walks the reader through a personal assessment of his/her own experiences, feelings, and beliefs related to death. Chapter 2 explains how children develop their understanding of death in different stages and what the characteristics of each stage are. Chapter 3 looks at what children need to know about death. It is divided into the four areas to be explored: facts, feelings, beliefs, and coping skills. Chapter 4 provides guidelines for discussing death with children and examples of questions children may ask. Chapter 5 offers suggestions for implementing planned learning activities about death and specific activities to use. Chapter 6 offers support and suggestions for what to do if a loss or death occurs in the lives of children. It discusses the stages of grief and the points to consider in responding, then offers detailed, specific responses for a variety of situations, ranging from the loss of a toy to the death of a parent. Chapter 7 provides suggestions for the use of children's literature in teaching about death. A list of suggested readings and a glossary of terms are included. (NB)

ED 358 399   CG 024 889

Bodinger-deUriarte, Cristina
Membership in Violent Gangs Fed by Suspicion, Deterred through Respect.
PUB DATE- Mar 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Juvenile Gangs; *Violence; *Youth Problems

This document concerns the problem of violent youth gangs, noting that gang activity is no longer restricted to the depressed urban centers but is arriving in suburbs and edge cities. This paper discusses who is in gangs, what gangs offer their members, positive prevention and intervention approaches, and approaches to avoid. The suggested approaches are applicable to any gang setting, but may prove most helpful in settings with relatively new gang problems. A section on demographics and related dynamics in gangs presents a brief picture of who is in gangs, looking at ethnicity, gender, and age of gang members. The following section looks at negative responses to gangs, including repressive policies, labeling, and suspicion; enforcement and the threat of imprisonment; and a tendency to treat the gang as the unit of intervention. The next section suggests a number of positive responses: respecting one another, cooperative learning, engaging in direct dialogue, and providing job opportunities. The conclusion lists four extremely significant conditions leading to differences in the behavior of delinquent gang members as compared to normatively socialized youths and notes that programs which have been most successful in preventing or diminishing serious gang violence have taken these dynamics into account. The document ends with brief descriptions of 26 sample gang intervention/prevention programs. (Contains 59 references.) (NB)

ED 358 400   CG 024 892

Baldwin, Cynthia; And Others

PUB DATE- 91
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; *Critical Thinking; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Secondary School Students; Secondary School Teachers; *Student Behavior; Student Evaluation; *Teacher Behavior; Teacher Student Relationship; *Teaching Methods; *Thinking Skills

Grounded in personal experiences of classroom teachers, this book discusses broad ideas concerning thinking and teaching of complex-level thinking, and the pragmatic realities of teaching thinking in the regular classroom. The book notes that creating the "thoughtful" classroom is akin to a journey of change from one style to another style of teaching. Chapters in the book are: (1) Creating the Thoughtful Classroom: Taking the Ultimate Journey; (2) Teaching Thinking: The Concerns of the Tour Guide"; (3) Quiet in the Back Seat: Just Pass Me the Map; (4) The Thoughtful Classroom: Packing for the Journey; (5) Infusing Thinking into Your Curriculum: Beginning the Journey; (6) Tour Guide Job Description: Nine Teacher Strategies in the Thoughtful Classroom; (7) The Companions on the Journey: Nine Student Behaviors in the Thoughtful Classroom; and (8) Evaluating the Thoughtful Classroom: Reflecting on the Ultimate Journey. A list of 24 resources, a list of the types of questions used in the Socratic method, and evaluation forms are attached. (RS)

ED 358 422 CS 011 318

Rose, Laura
Folktales: Teaching Reading through Visualization and Drawing. Kindergarten through Grade 5.
PUB DATE- 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Activities; Elementary Education; *Folk Culture; *Freehand Drawing; Reading Comprehension; *Reading Instruction; *Teaching Methods; *Visualization; Young Children
IDENTIFIERS- *Folktales; Multicultural Materials

Intended to help young children learn to read with comprehension, this book uses visualization and drawing techniques with folktales. The folktales in the book (collected from around the world and freely adapted) were chosen to help primary- and middle-grade students increase their enjoyment and comprehension by eliciting a flood of rich visual images. The first section of the book discusses three teaching options. The first option (designed as a whole-class activity) is suitable for students of any age who are in the beginning stages of learning to read. The second option emphasizes the development of the visualization aspects of reading and can be completed in one teaching session. The third option is designed for use with older students who demonstrate a lack of reading comprehension or enjoyment. The second section of the book presents the 10 folktales, each 10 pages long, and each page having a small amount of text at the bottom to allow enough space for student-generated illustrations. (RS) goal (the treatment group) and were administered the "Balloons" test; (2) 78.8% of the treatment group successfully completed 12 of 17 items on the test; and (3) 81% of the teacher ratings agreed that pupil success was attributable to the services of the instructional assistant. Results for first grade pupils indicated that: 208 pupils met the attendance requirement and were included in the program evaluation process; 50% of the evaluation sample achieved a gain of 3.0 normal curve equivalent (NCE) points or more in Total Reading; 80.7% of the pupils were promoted; and 71.4% of the teacher ratings agreed that pupil success was attributable to the instructional assistant. More than 90% of the kindergarten and first grade assistants rated the inservice meetings as informative and helpful for classroom use. Findings suggest continuation of the program with attention given to three recommendations to enhance program success. (Sixteen tables of data are included; three tables of data and evaluation and survey instruments are attached.) (RS)

ED 358 443 CS 011 380

Behm, Mary; Behm, Richard
Read! 101 Ideas To Help Your Children Learn To Read and Write. Bilingual Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 115p.; Co-published by EDINFO Press.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; *Family Environment; *Learning Activities; *Parent Child Relationship; Parent Participation; *Parents as Teachers; *Reading Attitudes; Young Children
IDENTIFIERS- Family Literacy

Based on the idea that parents are the first and most important teachers of their children's literacy, this bilingual (Spanish/English) booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when parents travel; watching television; and success in school. The booklet also includes a list of additional resources that will interest parents. (RS)

ED 358 444 CS 213 633

Cornwell, Margery
"A Bird in the Hand Is a Certainty, but a Bird in the Bush May Sing": Description of a Literature Course about Humans and Nature Using a Curriculum of Inclusion.
PUB DATE- Mar 92
NOTE- 28p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; Foreign Countries; Futures (of Society); *Higher Education; Intellectual Disciplines; Program Descriptions; *Retrenchment; *Writing Instruction
IDENTIFIERS- Canada; Educational Issues; University of Waterloo (Ontario); Writing Functions

In a time of continually shrinking budgets, first year composition programs in Canadian universities, particularly the University of Waterloo, Ontario, have proven to be vulnerable to budget cuts. In 1980, each teaching assistant had one class of about 22 students and there were over 20 tutors in the writing center. In 1992, each teaching assistant had two classes of 22 students, and there were only 9 tutors in the writing center. Of the mandated cuts in undergraduate enrollments through the Arts faculty, 54% of the decreases came from cutting composition enrollments. Composition is often not recognized as part of the English department but as a "service" course for other departments. Similar discussions of narrow definitions given to writing appear in writing across the curriculum literature. At the University of Waterloo, the establishment of a rhetoric and professional writing program occurred simultaneously with the emaciation of a large, traditional composition program. Large composition programs may well be rolled back to one course, and writing instruction particularly appropriate for the advanced literacies demanded by the information economy may fill the void. Twenty-first-century solutions to the problems include bringing together representatives of existing organizations to form a national group similar to the National Council of Teachers of English. Members of such a group could use electronic mail, journals, and newsletters to communicate; hold biennial meetings; and publish research. (RS)

ED 358 462 CS 213 868

McClure, Michael
Composition as Fiction: Revising the Writing Classroom.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; Creative Writing; *Fiction; *Freshman Composition; Higher Education; Instructional Design; Journal Writing; Student Reaction; Teacher Role; Writing Assignments; Writing Evaluation
IDENTIFIERS- Voice (Rhetoric); *Writing Contexts

Allowing, or encouraging, students to write fiction has not received much attention from college composition teachers, despite recent attempts to bridge the gaps between composition and the study of literature. Based on experiences with a number of students in a variety of writing courses, a college composition instructor questions assumptions about the function process of validating an appropriate alternative to the TSWE is not completed. The college has opted to discontinue use of the TSWE for their hearing students as well. (A copy of the essay test is attached.) (RS)

ED 358 481 CS 213 896

Bridge the Gap--Literature: A Common Ground for Racial Understanding.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Literature; Cultural Pluralism; Intermediate Grades; Library Services; *Literature Appreciation; Multicultural Education; Novels; Oral Tradition; *Racial Relations; Secondary Education; Short Stories; Student Needs; *Study Guides
IDENTIFIERS- Beyond New Forks; Cure (The); Jubilee Novel; Peace (The)

This booklet of study plans was compiled to address racial issues in literature. The booklet contains study plans designed to elicit both the dialogue and the silence that racial understanding requires. Included in the booklet are the following: multi-cultural study for fifth-grade reading; literary study for general, remedial, and honors seventh-grade English students; study of selections from "Jubilee" for seventh-grade English students; a seventh-grade library project for Black History Month; a project of short story study designed to enhance eighth-graders' self-esteem; an oral history project for ninth-graders based on versions of Alabama history contained in "Jubilee;" study of Mary Ward Brown's "The Cure" and John Steinbeck's "The Pearl" for 10th-grade English students; study of Mary Ward Brown's "Beyond New Forks" for 11th-grade English students; "Jubilee" and career decisions for 10th-grade English students; plans for a general study of American literatures in an 11th-grade English class; literature and art for 11th- and 12th-graders; an interview project designed to help advanced placement 12th-grade English students find sources within their family folds that they can use to fabricate fiction; and an adult services course designed to be given at the public library during Black History Month. Six bibliographies on a range of topics are included. (SAM)

ED 358 482 CS 213 897

Corbett, Edward P. J.
From Literary Critic to Rhetorician: A Professional Journey.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; College Faculty; Educational Trends; Higher Education; Literary Criticism; Personal

NOTE- 151p.; Co-published by EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Teachers; *Classroom Communication; Classroom Environment; Classroom Techniques; Middle Schools; Organizational Communication; Secondary Education; *Teacher Administrator Relationship; *Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS- New Teachers; *School Culture

Describing the physical, social, psychological, and human context of middle and secondary schools, this book is designed to help new teachers negotiate the environment of the schools in which they find themselves. The book is intended for first-year or second-year teachers, education majors in their final year of preparation, "second career" teachers, and teachers returning to school after a professional hiatus. The six chapters of the book are organized according to a framework that emerged from the author/teachers' individual experiences, their dialogue with each other, and their conversations with other teachers: (1) "Beginnings" offers help to get a new teacher started with a new job in a new school; (2) "Spaces" employs an anthropological model of the school culture to help teachers get the lay of land of the physical and social surroundings; (3) "Rhythms" shows teachers how to adjust to the pace of life in the school; (4) "Systems" describes how the bureaucracy does and does not work; (5) "Kids" deals with students; and (6) "Rewards" comprises the best tips to keep the classroom alive, interesting and fun for teachers and students alike. (RS)

ED 358 502 CS 508 280

Curtis, Dan B.; And Others
Total Quality Management: An Annotated Bibliography.
PUB DATE- Apr 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Assessment; Educational Improvement; Elementary Secondary Education; *Higher Education; *Organizational Communication; *Organizational Objectives; *Organizational Theories
IDENTIFIERS- *Deming (W Edwards); Organizational Culture; *Total Quality Management

Focusing on publications that have addressed Total Quality Management at the university level, this annotated bibliogrpahy contains 42 citations. The citations date from 1979 to 1992, with the greatest number in the late 80s and the 90s. Both journal articles and books are included. (NKA)

ED 358 503 EA 023 828

Towards Formulating Goals, Aims, and Objectives of Secondary Education for the Twenty-First Century. Final Report of a Regional Seminar on Goals, Aims and Objectives of Secondary Education in Asia and the Pacific (Tokyo, Japan, October 16-31, 1991).
PUB DATE- Dec 91
NOTE- 100p.

ED 358 522 EA 024 937

Schoppmeyer, Martin; Venters, Tommy
Arkansas' Disappearing Tax Base.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Fiscal Capacity; Property Taxes; *Public Schools; School Support; School Taxes; State Action; *State Legislation; *Tax Effort; *Tax Rates
IDENTIFIERS- *Arkansas

State legislation that has contributed to the reduction of Arkansas' tax base is described in this paper. Amendment 59, adopted in 1980, has reduced the state tax base by millions of dollars. At the end of 1992, the majority of school districts have equalized their real, personal, and carrier and utility property. Act 34, the current foundation program, depletes wealth through its treatment of miscellaneous funds, of real property, and of personal, carrier, and utility property. Amendment 71, which removed all household goods from the personal-property-tax rolls and advanced the tax year for motor vehicles, will not compensate for lost revenue. Eight alternative sources of revenue are suggested. A conclusion is that Arkansas has been depleting its tax base, resulting in higher taxes on the remainder. Some adjustments must be made. (LMI)

ED 358 523 EA 024 940

Thornberry, Nancy Ann
Building Support as an Effective Management Technique.
PUB DATE- 30 Mar 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (77th, Las Vegas, NV, February 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Cooperation; Elementary Education; Group Unity; Parent School Relationship; *Principals; Social Support Groups; *Teacher Administrator Relationship
IDENTIFIERS- *College Station Independent School District TX

This paper offers suggestions to help principals create a support system within their schools as an effective management technique. Based on the experiences of a new principal at Prairie Rock Elementary School in College Station, Texas, guidelines are offered for dealing with the faculty and staff, the new principal's first focus. Key issues involve effective communication, delegation of leadership, and the recognition of faculty accomplishments. Strategies for dealing with parents are outlined next; these strategies stress availability and communication. Finally, techniques for interacting with

as an organizational process that required planning and commitment. Also, both groups defined deregulation similarly, including its positive and negative effects. The most important effect of deregulation found was the lack of innovation or creativity reported by respondents. Although the state's stated purpose for deregulation was to encourage flexibility in meeting student needs, the majority of respondents said that deregulation had not resulted in greater flexibility. (Contains 15 references.) (JPT)

ED 358 543   EA 024 979

Osborne, Bill
What Education Leaders Need To Know Generally about Quality and Standards.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Creating the Quality School Conference (2nd, Oklahoma, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Quality; Elementary Secondary Education; Organizational Change; *Organizational Climate; *Standards; *Systems Approach
IDENTIFIERS- *Total Quality Management

Issues in the application of Total Quality Management (TQM) to the development of educational standards are discussed in this paper. The first part describes the basic tenets of TQM, which are: focus on the customer; long term commitment to continuous improvement; top management support and guidance; employee involvement and responsibility; measurement to highlight problems; effective communication; and recognition. A conclusion is that TQM, Outcomes Based Education (OBE), and Site-Based Improvement (SBM) share a similar focus on systematically changing the traditional school paradigm. The next part describes issues in developing world class standards. Finally, issues involved in linking the development of standards and principles of TQM to TQM to educational reform are discussed. It is concluded that TQM cannot be applied in the educational setting until standards have been developed. The following conditions must be fulfilled for change to occur: change the belief structure of individuals within the organization; focus on the customers being served; use a systems-oriented approach; and develop world-class educational standards. Educational change must focus on changing the organizational culture. (LMI)

ED 358 544   EA 024 980

Osborne, Bill
Understanding Change in a Time of Change.
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Annual Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; *Organizational Change; *Organizational Climate; *Systems Approach

This paper presents an operational framework of change, derived

DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Elementary Education; *Instructional Leadership; Occupational Information; *Principals; Public Schools; School Schedules; *Year Round Schools

Findings of a dissertation study that examined the effect of multitrack year-round education on elementary principals' instructional-leadership performances and perceptions are presented in this paper. Data were obtained from indepth interviews with 11 elementary principals--5 from schools with traditional calendars and 6 from multitrack year-round schools--and a survey administered to the principals and to 122 traditional and 124 year-round teachers. Year-round principals reported an overall increase in managerial and administrative demands, communication needs, and resource and maintenance problems. However, all the year-round principals said that they preferred their schedule to the traditional calendar. They believed that the benefits for student achievement, discipline, and continuing connection outweighed their administrative and leadership problems. Traditional-calendar teachers tended to rate their principals higher on leadership behavior than did year-round teachers. However, both year-round and traditional principals viewed their performances similarly. A conclusion is that an expanded definition of instructional leadership is needed and that principals need to communicate effectively and equitably to maintain a cohesive community. It is suggested that the concerns expressed by multitrack principals result from identity conflict, which results from the current focus on instructional leadership and is exacerbated by the year-round context. Twelve tables and a copy of the questionnaire are included. (Contains 98 references.) (LMI)

ED 358 564 EA 025 004

Pink, William T.; Borman, Kathryn M.
Community Involvement and Staff Development in School Improvement.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Action; *Community Involvement; Educational Cooperation; *Educational Improvement; Effective Schools Research; Elementary Secondary Education; Politics of Education; *School Effectiveness; *School Restructuring; *Staff Development
IDENTIFIERS- *Chicago Public Schools IL

This paper presents data from two in-depth studies to illustrate the importance of community involvement and staff development for improving schools. The first case study describes how community political action in a school district in southwestern Ohio spurred school reform. In "Riverside," a pseudonym, the black community sought to influence district policies by pressuring the superintendent and school board to address issues of long-standing concern. A conclusion is that sustained grassroots community action to produce school reform must include the vision and direction of community leaders, other powerful groups or figures, and leadership by the school-based administrator. The second case study examines the effect of Chicago's public school reform on staff development. Data were collected through interviews with teachers, administrators, parents, and community representatives and observation at four schools engaged in school improvement. A conclusion is that collaboration in staff development must be viewed from an ecological or interpretive paradigm, which focuses on the in service delivery is examined, and policy recommendations are offered. (Contains 25 references.) (JDD)

ED 358 584 EC 301 833

Shonkoff, Jack P.
Health Care Policy and Part H Services: Early Intervention as a Concept (Not a Separate Program).
PUB DATE- 92
NOTE- 13p.; In: Gallagher, James J., Ed., Fullager, Patricia K., Ed. The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems; see ED 353 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Child Development; Child Health; *Delivery Systems; *Disabilities; *Early Intervention; Handicap Identification; *Health Services; Infants; *Integrated Activities; Medical Education; Medical Services; Pediatrics; *Policy Formation; Preschool Education; Prevention; Preventive Medicine; Primary Health Care; Public Policy; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This paper argues that there is a critical need to reframe the fundamental policy questions which fragment early childhood intervention services and health care, in order to construct an integrated system of comprehensive services that includes basic health care and developmental support for all children and their families and that provides appropriate educational/therapeutic services for those with special needs. The core principles and goals of Part H of the Individuals with Disabilities Education Act should be incorporated into a universal system of health supervision, developmental facilitation, and family support. This approach requires: a more sophisticated approach to systematic screening for early identification and management of disability; major changes in medical training; a commitment to a joint agenda by the health care and early intervention professional communities; and a collaborative process of parent and professional monitoring and managing over time. The paper defines the essential features of pediatric health supervision, the goals of developmental and behavioral surveillance, and the principles of early childhood intervention. (Contains 17 references.) (JDD)

ED 358 585 EC 301 834

Kochanek, Thomas T.
Federal Policy in Health and Education as a Stimulant for a Comprehensive Early Intervention System: Myth or Reality?
PUB DATE- 92
NOTE- 19p.; In: Gallagher, James J., Ed., Fullager, Patricia K., Ed. The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems; see ED 353 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Child Development; Child Health; Coordination; Decision Making; *Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention;

Objectives; Disabilities; Elementary School Students; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Integrated Curriculum; Interdisciplinary Approach; *Learning Problems; *Lesson Plans; Memory; Perceptual Development; Secondary School Students; Student Educational Objectives; *Teaching Methods

IDENTIFIERS- New York City Board of Education

This book presents lesson plans, developed by special education teachers and graduate students, which use art across the special education curriculum. Preliminary information offers general guidelines for using the lessons and describes characteristics of students with disabilities, with emphasis on students with emotional disturbances. The lessons are designed to develop the following skills in students with emotional handicaps and learning disorders: visual perceptual skills, tracking, scanning, visual analysis, visual memory, visual closure, visual imagery, and affective skills. Lesson plans are in a standard format containing the following 12 basic elements: topic, aims, instructional objectives, behavioral objectives, vocabulary/terms, motivation, development, intercurriculum application, materials, value/assessment, homework, and references. Lesson plans are grouped by curriculum areas including computers, English, mathematics, reading, science, social skills and communication skills development, social studies, and writing. Also provided are a list of helpful agencies and resources (many in New York City), a bibliography of 15 items, a list of the teacher participants, an index by curriculum area, and a list of New York City Teacher Centers. (DB)

ED 358 603 EC 302 165

South Dakota Speech-Language Pathology Programs, Statewide Program Review.

PUB DATE- Jan 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Certification; Entry Workers; Graduate Study; Higher Education; Labor Supply; *Language Handicaps; Masters Degrees; Needs Assessment; Personnel Needs; Professional Education; *Speech Handicaps; *Speech Pathology; *Speech Therapy; *State Programs; State Standards; Undergraduate Study

IDENTIFIERS- *South Dakota

This report reviews undergraduate and graduate education programs in speech-language pathology in South Dakota and the potential impact of a 1991 South Dakota bill requiring a master's degree for employment as a speech-language pathologist. This bill would bring South Dakota certification into alignment with current national licensure standards. Programs reviewed include those at South Dakota State University, Northern State University, and the University of South Dakota. The report concludes that there is little evidence to support the concern that a move to a master's degree entry level would exacerbate personnel shortages in the state. The report also concludes that there are sufficient undergraduate and graduate speech-language pathology programs in South Dakota to meet employment needs. However, additional intercampus communication among programs is encouraged to ensure better planning and program coordination and viability. (DB)

ED 358 604 EC 302 166

cohesive; (2) successes most frequently mentioned were increases in participation, high quality offerings, and activities based on participants' needs; and (3) participants reported that the activities prepared them to implement what they had learned and resulted in higher levels of student enthusiasm, motivation, and involvement in learning. Recommendations to the District Advisory Committee and the Central Advisory Committee conclude the report. Appendixes contain summaries of interviews and the participant survey. (JDD)

ED 358 623 EC 302 186

A Study of the Range and Variety of Postschool Options for People with Disabilities.
PUB DATE- 89
NOTE- 65p.; A product of the Unit for Rehabilitation Studies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Attitude Change; Community Programs; *Disabilities; *Education Work Relationship; *Employer Attitudes; *Employment Opportunities; *Employment Potential; Foreign Countries; Parent Participation; Postsecondary Education; Secondary Education; *Severe Disabilities; Transitional Programs; Vocational Rehabilitation; Young Adults; Youth Employment
IDENTIFIERS- *Australia (New South Wales)

This study examined postschool vocational options for people with disabilities in New South Wales (Australia), by means of a survey and interviews with representatives of government agencies, tertiary education facilities, and unions and employer organizations. Results indicated a lack of vocational facilities for young people with severe disabilities and a pressing need for effective programs to encourage employers to include people with disabilities as potential employees. Specific results and recommendations are reported for the following areas: (1) employer attitudes toward employing people with disabilities; (2) employment of people with disabilities in an environment of high general unemployment; (3) profile of competitive employment agencies for people with disabilities; (4) interagency cooperation to avoid duplication of approaches to employers; (5) community attitudes towards the employment of young people with disabilities; (6) parents and service providers working together for the benefit of the worker with a disability; (7) vocational options for people with severe disabilities; (8) development of work-related behaviors; (9) staffing of vocational facilities for people with disabilities; (10) financial disincentives of government benefits; (11) participation of people with disabilities in training schemes available for young people in general; and (12) the role of the school in preparing young people with disabilities for adult life. Questionnaires and the interview schedule are appended. (DB)

ED 358 624 EC 302 187

Bochner, Sandra; And Others
Special Education Program, 1989. Review of the Children with Severe Disabilities Program.
PUB DATE- Aug 90
NOTE- 158p.
LANGUAGE- English

reflective interviews on which "conceptual maps" of their leadership behavior could be built. The case studies result in conclusions concerning influences on principals' behavior toward students with disabilities, the principal's role in inclusion of special education students, principals as reactive rather than proactive in service delivery, principals' reliance on central office special education staff, and the impact of contextual factors surrounding the school. (Approximately 75 references.) (JDD)

ED 358 642 EC 302 205

McCarthy, Martha M.
The Principal's Blue Book on Special Education. Part I: Administrators & the Law Governing Students with Disabilities. Revised.
PUB DATE- Mar 92
NOTE- 23p.; In: Burello, Leonard C.; And Others. Principal's Training Simulator in Special Education Instructor's Packet; see EC 302 203.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Legal Responsibility; Principals; Public Schools; School Policy; School Responsibility; State Legislation; *Student Rights

This guide for principals examines legal principles guiding public school administrators in their relations with students. It reviews students' rights and administrators' responsibilities in general and then addresses federal and state statutory mandates that afford additional protections to students with disabilities. The section on students' rights and administrators' responsibilities discusses due process, equal protection, first amendment protections, and administrator liability. The section on rights of children with disabilities explores: identification of children with disabilities; procedural safeguards; right to appropriate educational programs; and application of school policies to students with disabilities in connection with disciplinary practices, testing programs, graduation requirements, interscholastic sports, and students' records. (Contains 83 footnotes.) (JDD)

ED 358 643 EC 302 206

Burrello, Leonard C.; And Others
The Principal's Blue Book on Special Education. Part II: Principal Instructional Leadership and Supervisory Practices in Special Education Programs.
PUB DATE- Oct 88
NOTE- 70p.; In: Burello, Leonard C.; And Others. Principal's Training Simulator in Special Education Instructor's Packet; see EC 202 203.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Administrator Role; Communication Disorders;

operations. Student IEPs addressed almost exclusively lower arithmetic skills on the Level of Mastery dimension. Less then 15 percent of the objectives addressed application (problem solving) processes. None of the IEP objectives addressed number sentences, algebraic sentences, or geometry. Most objectives required students to perform the operations of addition, subtraction, multiplication, and/or division. Analysis suggests a widening of the gap between what students with disabilities are taught and the assessments with which they are tested. Implications for actions by the special education and standards-setting communities are discussed. (Contains 25 references.) (JDD)

ED 358 660 EC 302 224

Renzulli, Joseph S.; And Others
Setting an Agenda: Research Priorities for the Gifted and Talented through the Year 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Gifted; Instructional Effectiveness; National Surveys; *Needs Assessment; Outcomes of Education; Program Effectiveness; *Research and Development; *Research Needs; Student Development; Student Motivation; Student Needs; *Talent; Theory Practice Relationship
IDENTIFIERS- *National Research Center on Gifted and Talented

This document reports on a national research needs assessment study which resulted in the identification of research priorities for the National Research Center on the Gifted and Talented (NRC/GT) through the year 2000. The report addresses: the scope, purpose, and mission of NRC/GT; a rationale for such research, noting six problem areas in program development resulting from limitations of previous research; the design of the needs assessment study; and the needs assessment methodology, which involved surveying 13,749 individuals including teachers of the gifted, representatives of collaborative school districts, and members of state research advisory councils. Analysis of the 5,074 returned surveys is reported, including a ranking of 21 recommendations for research. Results suggest a need for future studies in two major categories: (1) the effectiveness of current programs, strategies, and practices; and (2) the cognitive, affective, and motivational needs of students. Specific questions related to each category are listed. Abstracts of 18 current studies for the NRC/GT in these areas are presented. A final section presents the NRC/GT's dissemination model to facilitate the dissemination of research results. (Contains 25 references.) (DB)

ED 358 661 EC 302 225

Hoge, Robert D.; Renzulli, Joseph S.
Self-Concept and the Gifted Child. Research-Based Decision Making Series, Number 9104.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91

Design; Second Language Programs; *Spanish
IDENTIFIERS- Bellevue School District WA

The Bellevue (Washington) public schools' Spanish immersion program is described and program-related information is provided for parents. The description outlines general program goals and the basic educational assumptions underlying them, briefly chronicles the history of immersion education and of the Bellevue program, enumerates curriculum design features at each grade level (K-5), discusses parent involvement, and describes staffing and administrative policies, including those for teacher substitution, program location, visiting, student responsibility, student evaluation, transportation, and enrollment. A subsequent section offers guidelines to immersion students' parents in the form of commonly-asked questions and their answers. Recent and current research on immersion programs is reviewed briefly. A bibliography and a list of local parent resources are also included. (MSE)

ED 358 680 FL 020 122

Modzelewski, Jozef A.
Friedrich Durrenmatt's Tragicomedy of the Grotesque "The Visit" in an Intermediate German Course.
PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the Conference on Bridging Theory and Practice in the Foreign Language Classroom (Baltimore, MD, October 18-20, 1991).
LANGUAGE- English; German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; Drama; *German; Higher Education; Instructional Materials; Second Language Instruction; Units of Study
IDENTIFIERS- Durrenmatt (Friedrich); *Visit (Durrenmatt)

A description is provided of "Der Besuch," a written companion to the Houghton Mifflin Company's standard edition of the drama "Der Besuch der alten Dame (The Old Lady's Visit)," written in 1956 by the distinguished Swiss playwright Friedrich Durrenmatt. The drama is an excellent choice for any intermediate or advanced language course that seeks to reinforce or expand students' reading and listening comprehension, and build conversation and composition skills. "Der Besuch" is a study guide, a workbook, and a reference grammar and dictionary that provides students with useful information and study aids. It also offers the instructor helpful teaching suggestions and various materials for classroom utilization. The introductory section of the guide supplies general information about the author and the play. Next, 24 seminars dealing with Durrenmatt's entire text follow, forming the main part of the textbook. An overview of different interpretations of the play by prominent scholars is also provided, as well as a thorough bibliography pertaining to the play and a German-English dictionary of new vocabulary used in the play. The main part of the textbook consists of eight units, each containing three seminars and a review section. This part provides students with tools for preparation for class discussion and the instructor with suggestions for structuring each individual seminar. Several sample pages from "Der Besuch" (in German) are attached. (VWL)

ED 358 681 FL 020 288

*Instructional Design; Language Skills; Language Tests; *Large Group Instruction; Lesson Plans; Long Range Planning; *Multilevel Classes (Second Language Instruction); Orientation; Resource Materials; Second Language Instruction; Small Group Instruction; Student Evaluation; Teacher Student Relationship; Teaching Guides; Voluntary Agencies; *Volunteer Training
IDENTIFIERS- Peace Corps

This guide, designed for Peace Corps volunteers teaching English as a Second Language, is a collection of teaching suggestions, lessons, and activities geared to the varied conditions under which instruction may take place. The ideas include: current approaches to teaching large, multilevel classes; helpful classroom management tips collected from experienced teachers; suggestions for assessing student needs, appreciating student preferences, and designing lessons to meet a variety of learning styles; information about planning and implementing a content-based, thematic curriculum relevant to the school and community setting; descriptions and samples of whole-class, paired, small-group, and individual study activities; information about ways to assess language skills; and listings of recommended resources and sources of support. The content is indexed. (MSE)

ED 358 703   FL 021 246

Buzash, Michael D.
Highlights on the History and Evolution of the Rumanian Language.
PUB DATE- 92
NOTE- 11p.; Paper presented at the European Studies Conference (Omaha, NE,
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alphabets; Diachronic Linguistics; Etymology; *Grammar; Language Planning; *Language Variation; *Linguistic Borrowing; Modern Languages; Phonology; Political Influences; Regional Dialects; *Rumanian; *Slavic Languages; Sociocultural Patterns; Uncommonly Taught Languages

A brief history of modern Rumanian is chronicled, focusing on the influence of a variety of languages on Rumanian's development. Four regional variations are identified: Dacio-Rumanian, Macedo-Rumanian, Megleno-Rumanian, and Istro-Rumanian, all evolving from the Latin spoken in the corresponding areas beginning in imperial Roman times. The evolution and geographic distribution of each of these variations is outlined briefly, and the impact of Greek, a number of Slavic languages, Hungarian, German, Turkish, Neo-Greek, and later, terms and phrases from Russian, Italian, and French are described. The influence of the Slavic languages is seen as the strongest and most lasting, and is attributed to Slavic immigration to the area now known as Rumania. Some specific examples of this influence in phonology, syntax, etymology, and morphology are offered. The alphabet and some sociopolitical issues in language planning are also considered. (MSE)

ED 358 704   FL 021 247

Coffey, B., Ed.
Teacher Training and the Curriculum: An Investigation. Papers Relating to the Dunford House Seminar (England, United Kingdom, July 19-29, 1982).
PUB DATE- 83

comprehension, schematics, critical thinking, writing, math, speaking and listening tasks common to occupational areas and to specific jobs; (7) list of skills specific to each job; and (8) list of skills needed for entry-level positions. (CML)

ED 358 250 CE 062 871

Pinto, Ana Maria Rezende; Araujo e Oliveira, Joao Batista
The Skills of Multi-Skilling. Discussion Paper No. 100.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Automation; Competence; Curriculum Development; Educational Needs; *Electronics; Electronics Industry; *Electronic Technicians; Foreign Countries; Job Analysis; *Job Skills; *Job Training; Labor Force Development; Labor Market; Labor Needs; Lifelong Learning; Occupational Information; Postsecondary Education; Secondary Education; Skill Analysis; Task Analysis; Technical Education; *Technological Advancement; Vocational Schools
IDENTIFIERS- *Brazil; *Multiskilling

In Brazil, electronic technicians are increasingly being asked to perform a number of technical and nontechnical tasks, for which they need complex education and training or multiskilling. The typical tasks faced by electronic technicians require a relatively high level of abstraction and symbolic learning. Required skills cover a broad range of intellectual and technical abilities. Electronics is expected to keep changing, and technicians should be able to keep up with these developments and to learn how to learn. Employers value technicians with general abilities and knowledge subsumed under the general term of trainability. They are also concerned with two major categories of theoretical knowledge: the basic principles behind the functioning of electronic systems and equipment and the specific disciplines that impart knowledge, information, and technical skills in electronics, automation, pneumatics, and mechanics. Both employers and students expect electronics to be a lifelong experience. An analysis of 30 years of curriculum change in the electronics school of Santa Rita do Sapucai shows that pure theory in the 1960s became applied in the 1970s. The critical challenge of multiskilling is to overcome the tension between the employer's demand for increasingly highly qualified technicians and the immediate realities of the workplace where repetitive jobs predominate and limit the extent to which higher skills can be used and developed. (YLB)

ED 358 251 CE 062 872

Nubler, Irmgard
Cost-Effectiveness of Management Training in the Informal Sector. Discussion Paper No. 101.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Administration; Business Education; *Cost Effectiveness; Economic Development; Economic Opportunities; *Entrepreneurship; Evaluation Methods; *Females; Foreign Countries; Job Training; *Management Development; Program Effectiveness; Program Evaluation; *Research

job preparatory programs in health occupations education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in health occupations. Competencies and standards are provided for the following occupational clusters: dental, environmental health, medical laboratory, human services and mental health, nursing, ophthalmic, radiologic, rehabilitation, and miscellaneous health occupations. (KC)

ED 358 269 CE 063 793

Home Economics Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Care Occupations; Clothing Instruction; Competence; Competency Based Education; Consumer Economics; Consumer Education; *Course Content; Entry Workers; Foods Instruction; *Home Economics; *Home Economics Education; Homemaking Skills; Home Management; *Job Skills; Nutrition Instruction; Occupational Home Economics; Postsecondary Education; Promotion (Occupational); Secondary Education; Sewing Instruction; *State Standards; Textiles Instruction; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in home economics education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in home economics occupations, or for work in the home as a homemaker. Competencies and standards are provided for the following curriculum areas: food and nutrition; consumer education; family living, child development, and parenting; housing; home management, including resources management; interior design; and clothing and textiles. (KC)

ED 358 270 CE 063 794

and vocational instruction. The introduction defines integration, discusses assessment of the status of current programs and the assumptions underlying integration, and presents the rationale for integrating academic and vocational education. The following topics are discussed in chapter 2 on basic approaches to implementing integration: reinforcing academics in vocational education, tying academics to real life and using applied learning, achieving vocational and academic teacher collaboration, using major projects and themes, and planning major restructuring of schools. The next three chapters discuss what teachers (both individuals and teams), departments and entire schools, and administrators and support staff can do to integrate academic and vocational education. The final chapter examines ways in which obstacles to integration can be overcome. The following items are appended: a list of 50 implementation ideas, examples of projects and themes, examples of academic concepts reinforced in vocational education, examples of making academic concepts job relevant, and 36 integration resources. (Contains 16 references.) (MN)

ED 358 288   CE 063 813

Woodley, Cynthia D.; And Others
Integrating Academic and Vocational Education: Best Practices in Florida. Third in a Series.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 92
NOTE- 61p.; For related documents, see CE 063 811-814.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; *Administrator Role; Articulation (Education); Change Strategies; Cooperative Planning; Coordination; Educational Cooperation; *Educational Practices; Elementary Secondary Education; Guidance Programs; Guidelines; Instructional Materials; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Models; Postsecondary Education; Program Implementation; Services; Statewide Planning; *Teacher Role; Team Teaching; *Vocational Education
IDENTIFIERS- *Florida

This guide is designed to provide information about successful administrative and instructional practices and the models used to integrate academic and vocational education in Florida schools. It is divided into seven chapters, including a summary and conclusions section. The first chapter discusses various Florida initiatives. Outlined next are general models for integration in elementary, middle, and secondary schools and in vocational centers. Chapter 3 discusses administrative practices at the elementary, middle school, and secondary levels and at vocational centers, and Chapter 4 discusses instructional practices at the same levels. Chapter 5 discusses instructional materials in elementary schools and instructional materials in middle, secondary, and postsecondary schools. Guidance and support services in elementary, middle, and secondary and postsecondary schools are examined in Chapter 6. (Contains eight references.) (MN)

ED 358 289   CE 063 814

into these areas: administration, art, engineering, legal, news, personnel, production, programming, promotion, and sales. For each job title, job duties are listed; information on essential or required training, education, or degree may be provided. (YLB)

ED 358 306 CE 063 844

A Working Woman's Guide to Her Job Rights. Leaflet 55.
PUB DATE- Aug 92
NOTE- 81p.; This guide updates ED 306 441.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Age Discrimination; Apprenticeships; Comparable Worth; Dislocated Workers; *Employed Women; Employment; Employment Level; *Employment Practices; Equal Opportunities (Jobs); *Equal Protection; Ethnic Discrimination; *Federal Legislation; *Feminism; Guides; Handicap Discrimination; Job Layoff; Job Search Methods; Job Training; Justice; Labor Legislation; Personnel Policy; Racial Discrimination; *Retirement; Retirement Benefits; Salary Wage Differentials; Sex Discrimination; Sex Fairness; Vocational Education

This guide presents general information about protection and services provided under federal law that affect women's rights when seeking employment, while working, and when retiring. Section 1 discusses how women can assert their job rights. Section 2 focuses on getting the job. It considers federal laws that provide for employment services and training and education and discusses federal laws that protect workers from policies and practices that discriminate on the basis of sex, race, color, religion, national origin, age, or disability. Section 3 describes protection on the job by providing information on the following: minimum wage, overtime pay, and wage payment; equal pay; sex-based wage discrimination; promotions, training, and working conditions; pregnancy discrimination act; state maternity/parental leave laws; veterans' reemployment rights; sexual harassment; garnishment; unemployment insurance; assistance for dislocated workers; compensation for injuries; occupational safety and health; termination; union participation; and assistance for dependent care. Section 4 focuses on protection and services provided under federal law when women retire. It discusses social security, pensions, and personal plans. Throughout the guide, examples are provided, and information is present on what to do if confronted with that type of situation. Appendixes include addresses of federal and state agencies, sample complaint forms, and 20 references. (YLB)

ED 358 307 CE 063 846

Women of Hispanic Origin in the Labor Force. Facts on Working Women No. 89-1 = La mujer de origen hispano en la fuerza laboral. Facts on Working Women Num. 89-1S.
PUB DATE- Aug 89
NOTE- 9p.; Update of ED 270 530.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)

looming shortage of first-time workers and an expensive surplus of retirees. The Japanese have a relatively limited number of alternatives: increased use of female workers, greater use of older workers, increased number of guest workers, basic redistribution of workers from labor intensive sectors, and accelerated export of production jobs. The tightness of Japanese labor markets is a function of migration patterns that have yielded an economy and population increasingly concentrated in three areas: Tokyo, Osaka, and Nagoya. Side effects of educational competition include dwindling numbers of students in technical and vocational schools and increased costs of educating children that deter larger families and prolong the effects of the "baby bust." Changes for Japan may include a less rigid labor market, a shift to educational programs outside the firm, and an effort to apply the lessons of manufacturing efficiency to service sector industries. Numerous graphs and charts supplement the text. (YLB)

ED 358 327 CE 063 876

Bennett, Robert; And Others
Learning Should Pay.
PUB DATE- Oct 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Benefits; Educational Demand; *Education Work Relationship; Employment Potential; Family Characteristics; Foreign Countries; *Labor Force Development; Labor Needs; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Public Policy; *Rewards; *Vocational Education
IDENTIFIERS- *Great Britain; Return on Investment

More of Britain's young people finish formal schooling earlier than in most other industrialized countries. This lack of formal educational attainment is not offset by higher than average vocational training in later years. The low level of education and training is not primarily the result of supply constrains, but is caused by a low level of demand for post-compulsory education among young people and employers. The demand for skilled labor is rising significantly faster than the demand for unskilled labor. The financial returns to postcompulsory education and training are mixed. Obtaining a degree or high vocational qualification generally enhances lifetime earning, but low-level vocational qualifications provide only a modest return. The role of family background and cultural factors is important. The higher the head of household's educational attainments and occupational status, the more likely a young man is to stay on to the advanced level. Although returns to education are higher for young people from less skilled households than they are for those from more skilled backgrounds, the demand of the less skilled for additional education is low. Policy can assist in increasing the levels of skills acquired. Coordination of the entire postcompulsory education and training system is essential. Young people will pursue training only if employers encourage them through their recruitment and wage policies. Reforms of vocational training should concentrate on skills that are valued in the workplace. Improved career guidance should present the lifetime earnings prospects from acquiring different qualifications. (YLB) curriculum framework and student performance standards for computer electronics technology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: (1) program implementation; (2) instructional resources (a listing of 26 print materials, along with publishers' addresses); (3) facility design for computer electronics technology laboratories and classrooms, equipment, safety, maintenance, and liability; and (4) teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the computer electronics technology field. (KC)

ED 358 343 CE 063 923

Computer Engineering Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; *Computers; Educational Resources; *Engineering; Entry Workers; Job Skills; Paraprofessional Personnel; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a computer engineering technology program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for computer engineering technology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: (1) program implementation; (2) instructional resources (a listing of 34 print materials, 3 audiovisuals, and 3 software programs, along with publishers' addresses); (3) facility design for computer engineering technology laboratories and classrooms, equipment, safety, maintenance, and liability; and (4) teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the computer engineering technology field. (KC)

ED 358 344 CE 063 924

Computer Integrated Manufacturing. Florida Vocational Program

NOTE- 41p.; For section II, see CE 063 952.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arithmetic; *Basic Skills; Competency Based Education; Core Curriculum; Creative Thinking; Cultural Awareness; Cultural Differences; Curriculum Development; *Distributive Education; *Employment Potential; Entry Workers; Independent Study; Interpersonal Competence; *Job Skills; Learning Activities; Listening Skills; *Marketing; Mathematics Skills; Postsecondary Education; Problem Solving; Reading Skills; Secondary Education; Speech Skills; Technology; Thinking Skills; Writing Skills
IDENTIFIERS- Missouri

This document provides an overview of a project to identify the basic academic skills, advanced academic skills, and the higher-order workplace competencies for marketing education. It describes the following project activities: review of current literature and research in the field; review by business and industry representatives of the skills and competencies identified; alignment of the skills and competencies with the Missouri marketing education core curriculum; and development of teaching strategies and activities to support the integration of the skills and competencies into the core curriculum. Chapter 2 contains the definitions of the 6 basic academic skills, 7 advanced academic skills, and 37 higher-order workplace competencies. Chapter 3 presents the alignment of the marketing education core curriculum competencies using the skills and competencies. This alignment identifies the competencies within the nine curriculum units for Fundamentals of Marketing and Advanced Marketing courses. Chapter 4 provides worksheets for teachers to identify and cross-reference the skills and competencies with current teaching activities in each of the curriculum units in chapter 3. (YLB)

ED 358 361 CE 063 952

Ruhland, Sheila K.; Wilkinson, Richard F.
Integration of Skills and Competencies in the Missouri Marketing Education Core Curriculum. Section II.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 93
NOTE- 112p.; For section I, see CE 063 951.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arithmetic; *Basic Skills; Competency Based Education; Core Curriculum; Creative Thinking; Cultural Awareness; Cultural Differences; Curriculum Development; *Distributive Education; *Employment Potential; Entry Workers; Independent Study; Interpersonal Competence; *Job Skills; *Learning Activities; Listening Skills; *Marketing; Mathematics Skills; Postsecondary Education; Problem Solving; Reading Skills; Secondary Education; Speech Skills; Student

IDENTIFIERS- ERIC Digests

A growing body of literature is questioning whether existing models of human development apply equally to men and women. Prevailing theories of human development have been criticized for being based on research with primarily male subjects of similar ethnic, racial, or class backgrounds. Some research supports the viewpoint that women have different ways of thinking and learning. However, emphasizing the "differentness" of women raises the danger of stereotyping and/or perpetuating traditional sex roles. Others argue that identifying the "different voices" of women may have the positive result of validating other perspectives. If educational institutions are based on a model of one type of thought (rational, analytic), then those whose ways of thinking are more subjective or inductive may feel alienated in the learning environment. Several ways of using knowledge of developmental differences to support adult learning have been identified. The approaches that have been suggested for enhancing women's "different" ways of developing are remarkably similar to the central principles of adult education: teaching and learning that are collaborative and reflective, social action and social change, and validation and use of the life experiences adults bring to the classroom in the teaching/learning process. (Contains 14 references.) (MN)

ED 358 380 CG 024 671

Graham, Melody A.

The Effects of Parent-Adolescent Communication on Adolescent Sexual Behavior.

PUB DATE- Aug 92

NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Behavior Patterns; *Interpersonal Communication; Knowledge Level; *Parent Child Relationship; Parent Influence; Secondary Education; *Secondary School Students; *Sexuality

The rate of sexual activity among adolescents has been rising steadily in the last 10 years, and adolescents are initiating sexual activity at younger ages. It has been widely assumed that parents can have an effect on their adolescent's sexual behavior and attitudes. This study was designed to investigate how parent-adolescent communication influences adolescent sexual activity. Respondents for the study were drawn from a stratified sample of students in grades seven through twelve. A total of 1,380 students participated in the study which was conducted in April 1992. An 85-item questionnaire was used which contained items about sexual and birth control practices, reproductive knowledge and attitudes, parents' and friends' perceived attitudes toward sexuality and background and demographic information. The study indicated that 19% of the 7th grade students reported having had sexual intercourse at least once compared to 64% of the 12th grade students. In addition, 46% of these sexually active adolescents were using birth control. It is clear that open communication within the family, family satisfaction, feeling comfortable talking to one's parents about sex and having parents communicate information about sexuality are all important but do not have a direct effect on adolescent sexual behavior or birth control

Short Term Group Counseling for Abusers: One Impact Study.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aggression; *Criminals; *Family Violence; *Group Counseling; *Program Effectiveness

This article focuses on group counseling as a re-education and training effort for people who are abusive and violent. The analysis presented examines the effectiveness of one approach to this problem, in which a group format was adopted, fourteen 8-week group sessions were conducted, and a post-group survey was given to participants to obtain their perceptions of change. The article begins with a literature review focused primarily on group intervention strategies for working with abusers. Four group approaches (feminist, cognitive-behavioral, family systems, and integrative) are briefly summarized and related to group work. Following this review, the Domestic Violence Program is described, including a curriculum outline, a discussion of the group counseling format, and a description of the post-treatment survey. Results from the survey are reported and it is concluded that the program design and group format were successful for a majority of the participants. It is noted that relaxation, communication, "leaving the scene" (positive withdrawal), or using awareness and preventive techniques appeared to help participants exercise control over themselves. Suggestions for future research with the abuser population are offered. (NB)

ED 358 401 CG 024 893

Tran, Shannon; And Others
Acculturation and Ethnic Minority Differences in Well-Being among College Students.
PUB DATE- 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Anglo Americans; Asian Americans; *Cultural Differences; *Ethnic Groups; Higher Education; Hispanic Americans; *Undergraduate Students; *Well Being; White Students
IDENTIFIERS- Hispanic American Students

Asian-American, Hispanic-American, and Anglo college students were compared on measures of psychological well-being. In Study 1, 47 Asian-American and 89 Anglo male and female undergraduate students were compared on a variety of psychological scales. The main difference found between groups was that Asian Americans scored higher on avoidance than did Anglos. It was hypothesized that acculturation may have obscured some ethnic differences. To control for this, the Asian-American group was divided into two subgroups assumed to differ in degree of acculturation based on whether the primary language at home was English (N=21) or not English (N=25). Lower avoidance, loneliness, and neuroticism, but high esteem scores, were found among Asian Americans whose primary home language was English in comparison to those for whom the native language was used at home. In addition, Asian Americans from homes where English was

ED 358 423 CS 011 319

Oldfather, Penny
Students' Perspectives on Motivating Experiences in Literacy Learning. Perspectives in Reading Research No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Intermediate Grades; Literacy; Longitudinal Studies; Reading Research; Student Centered Curriculum; *Student Motivation; Student Research; *Teacher Behavior; *Whole Language Approach
IDENTIFIERS- California (South); Student Empowerment; Writing to Learn

A continuing longitudinal study examined students' perceptions of their learning and motivation in a whole language classroom setting. Subjects, 14 fifth- or sixth-grade students who collaborated in the inquiry as co-researchers, were interviewed in depth. The mixed fifth- and sixth-grade classroom at the "Willow School" in southern California represented the school's diversity. Students were actively engaged in an integrated, thematic, "real world" curriculum. The classroom buzzed with readers and writers who shared the teacher's contagious sense of excitement about learning. In using literacy activities for self-expression, students experienced a direct connection between their learning activities and who they are, how they think, and what they care about. The richness of experience promoted by the curriculum nurtured students' thinking and feeling, moving them to express themselves and to be engaged in the literacy process. Students said that having choice was one of the main reasons they felt so motivated to learn. The students appreciated the teacher's enthusiasm, humor, and fun-loving presence. Findings suggest questions and answers for teachers to use in considering how their classrooms might honor students' voices more fully. This classroom provides one model of how teachers can share control and responsibility with their students. (Contains 22 references.) (RS)

ED 358 424 CS 011 320

Leach, Carol A.
The Effect of a Paired Reading Program on Reading Achievement and Attitude in a Third Grade Classroom.
PUB DATE- 93
NOTE- 82p.; Exit Project (Research in Reading), William Paterson College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 3; High Risk Students; *Instructional Effectiveness; *Peer Teaching; Primary Education; Reading Achievement; *Reading Attitudes; *Reading Instruction; Reading Strategies; *Tutoring
IDENTIFIERS- California Test of Basic Skills; *Paired Reading

A study determined if a paired reading program had an effect on reading achievement and reading attitude of a selected group of 10 third graders. Student pairing was based on the results of a

DESCRIPTORS- College English; Course Content; Cultural Pluralism; *English Curriculum; *English Instruction; Feminism; Higher Education; Literary Criticism; *Literature Appreciation; *Multicultural Education

IDENTIFIERS- City University of New York Coll of Staten Island; Text Factors

A literature course developed at the College of Staten Island concerns the human experience with other animals and the environment. Recently, the course has been significantly altered in line with insights gained through participation in a faculty seminar on the topic of inclusion of the "other." The alterations in the course design reflected the insights gained concerning intellectual accuracy and cultural sensitivity. One of the most significant issues for any teacher concerned with multicultural education is text selection. In terms of objectives, texts were chosen primarily so that students might be able to make connections between texts, exemplified by the notion of "cluster" which included primarily images of nature and humanity. Further, the course emphasizes the multiple readings of texts, a primary feature of current reader theory. Texts used in past semesters were rejected as representing non-inclusive language. At the course's inception, students are asked to write 10 sentences beginning with "Nature is..." and 10 beginning with "Humans are..." Course readings followed a roughly chronological order and included "Sir Gawain and the Green Knight," "Frankenstein," "Song of Lawino," "Nectar in a Sieve," "Precious Bane," "Walden," "Animal Liberation," "Cree Hunters of the Mistassini," "The Solace of Open Space," "The Old Man and the Sea," and "Reinventing Eve." Student reaction to the readings demonstrated the students' ability to focus closely on the themes of the course. (A list of the required texts for the course is attached.) (HB)

ED 358 445   CS 213 811

Hatch, Gary Layne

Classical Stasis Theory and the Analysis of Public Policy.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Debate Format; Greek Civilization; *Heuristics; Models; *Persuasive Discourse; *Public Policy; Rhetorical Theory; Theory Practice Relationship

IDENTIFIERS- *Classical Rhetoric; Historical Background; *Stasis Theory

In classical Greece, there was a close tie between rhetoric and the practice and theory of public policy. Gradually, however, rhetoric became increasingly concerned with style and literary criticism, while philosophers began to debate political issues apart from the practical affairs of the polis. Because rhetoric provides a model that can still allow for quantitative and empirical study but that would also account for ethical and philosophical issues, it should be reunited with the analysis of public policy. The model comes from classical stasis theory. Stasis theory was first conceptualized by Hermagoras of Temnos of writing underlying higher education writing instruction. One student of the instructor was sullen and uncommunicative in class. However, her journal writing, sometimes fictional, represented thoughtful, varied and complex explorations written in a strong voice. The instructor encouraged the student to continue her fictional journal writings. By the end of the term, the student's formal papers were among the best in the class. A 27-year-old woman who had just returned to college wrote a piece of "fiction" detailing physical and verbal abuse of a wife by her husband. A class discussion (marked by an unusually high level of energy and participation) followed the student's reading of her paper to the class. An experienced composition instructor, participating in a week-long training workshop for first-time graduate student teaching assistants, gave a low mark to an admittedly well written--and, later revealed, an award winning--piece of fiction because it demonstrated no "critical thinking." Students may benefit from writing fiction in the composition class, and teachers may gain perspectives on their roles. (RS)

ED 358 463 CS 213 869

Allen, Michael S.
Robin Hood in His Sherwood Forest: Audience, Gender and a Freshman Bulletin Board.
PUB DATE- Mar 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Response; College Freshmen; Computer Networks; *Electronic Mail; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Sex Role; *Writing Instruction; Writing Processes
IDENTIFIERS- Communication Behavior; Northwest Missouri State University

A composition instructor offered as extra credit an electronic bulletin board (part of a campus-wide electronic network) to a composition class at Northwest Missouri State University. The teacher limited his own participation as much as possible. The electronic bulletin board (bbs) was used by about half the class, with much of the other half reading it. One student in particular, "Robin Hood," became the ad hoc authority on the bbs. Other students respected his commitment to the network, his openness and expressiveness, his helpfulness to other students on the network, and his willingness to place all his prewriting and drafting on the network. Student participation on the network was impressive, but the interpersonal relationships of the network were strained by the expressiveness which Robin Hood's own rhetorical style encouraged. At one point, late in the semester, the heightened rhetoric and argument (based on Robin's proposal to place all hardened criminals in one location and leave them to their own devices) scared some students on the network and nearly destroyed the network itself. Robin was caught in what seems a clear gender-related issue: he did not want to give up his positions, nor did he want to exercise too much authority. Balance was only reestablished when "Bess" asserted herself and helped the men stop the violence. (RS)

ED 358 464 CS 213 870

Narratives; *Professional Development; Rhetorical Criticism; Rhetorical Theory; *Writing Instruction
IDENTIFIERS- English Teachers; Historical Background; New Criticism; *Professional Concerns

The long career of a single college professor reflects the way the entire profession has been shaped over the past several decades. Edward Corbett began his teaching career in 1948 at Creighton University, where he taught five courses per semester. His background in rhetoric derived from his graduate education at the University of Chicago, where instructional practices in the English department had an Aristotelian foundation. Despite his experience in the New Criticism and his ability to analyze a 14-line poem exhaustively, he found himself unable to teach about the form of non-fiction prose, which was a fundamental aspect of teaching composition. Consequently, he began to study rhetoric, which began a lifelong interest in the subject and which formed the basis of his doctoral dissertation. Thus he became not only a professor of literature but also of rhetoric and composition. In recent years, there has been a growing sophistication and professionalization in the teaching of writing. Numerous new journals have appeared which deal with composition studies. In addition, recently an astonishing number of books dealing with classical rhetoric have appeared, showing that as a field of scholarly activity rhetoric is alive and well. (Contains 21 references.) (HB)

ED 358 483 CS 213 898

Powers-Stubbs, M. Karen
Metaphors of Revolution: Gendered Definitions of Education.
PUB DATE- 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; College Students; *Educational Attitudes; *Essay Tests; Higher Education; Self Evaluation (Individuals); *Sex Differences; Social Values; *Student Attitudes; Student Characteristics; Writing Research; *Writing Tests
IDENTIFIERS- Gender (Language); Miami University OH

A study examined the responses of 10 students taking Miami University's 1990 College Composition Proficiency Exam which asked students to evaluate their own learning experiences with teaching, learning, and knowledge in and out of school. Scores ranged from 2 to 12; all 10 of the examined essays received a score of 11. Five students were male, and five were female. The 10 students responded in gendered ways--even in the context of a structured writing task which is notorious for eliciting similar responses. One of the clearest patterns discernible in the essays was that women operate predominantly within a morality of care, while men operate within a morality of rights. The 10 essays can be positioned on a continuum, with the 5 essays written by females clustering on the end where the focus is on the human community, connections between people, and social responsibility; and the 5 essays written by males clustering on the end which focuses on individuality, autonomy, and achievement. Findings suggest that the students shaped the exam into their own ideological images, images influenced by social, historical, and political circumstances--including

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; *Educational Trends; Foreign Countries; Futures (of Society); *International Cooperation; *Regional Cooperation; Role of Education; Secondary Education
IDENTIFIERS- *Asia; *Pacific Region

A regional seminar examined and defined the goals of secondary education in countries of the Asia and Pacific region seminar; it also analyzed causes for changes in secondary education goals and emerging trends. A total of 20 participants from the following countries--Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Singapore, Sri Lanka, Thailand, and Viet Nam--presented information. Chapter 1 summarizes individual countries' experiences, analyzing the major economic, sociopolitical, and cultural changes that led to educational reforms; major educational developments; and the implementation and evaluation of secondary education goals. Chapter 2 discusses the implications of major economic, sociopolitical, and cultural developments for secondary education goals. Future regional scenarios of secondary education are presented in chapter 3, with a focus on the role of education in the 21st century. The fourth chapter presents conclusions and recommendations for action at the national, regional, and international levels. The annex includes a list of participants. (LMI)

ED 358 504 EA 024 253

Rapaport, Ross J.
The Role of a Campus Alcohol and Other Drug Program Coordinator.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 10p.; An earlier version of this paper presented at the National Collegiate Drug Awareness Week Training Conference (Ypsilanti, MI, January 27-29, 1991). Figure 1, which has small print, may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Alcohol Abuse; *Cooperative Planning; *Cooperative Programs; Drug Abuse; Higher Education; Intervention; Leadership; Networks; Prevention; Shared Resources and Services; *Substance Abuse

The role of an alcoholic and other drug (AOD) program coordinator is described in this paper, with attention given to simplifying multiple administrative roles and responsibilities. The AOD problem is reconceptualized as a dilemma to be managed rather than solved. A comprehensive campus program is defined in terms of three elements: program components, target populations, and the chemical-use status of the target population. From a systems perspective, functions of the program coordinator include fostering coordination, consultation, program development, training/education, referral, and supervision. A primary theme is shared responsibility among systems. A recommendation is that the campus program coordinator apply the four principles of effective leadership (Bennis 1991) defining a purpose, communicating a vision, planning, and participating.

students that involve recognizing student accomplishment, offering incentives and special events, and fostering student involvement, are discussed. A conclusion is that working together with mutual trust and respect in a supportive environment can significantly help a principal succeed in school management. (LMI)

ED 358 524 EA 024 941

Jewell, Robert W.
The Case against Equal Spending in the Missouri Public Schools.
PUB DATE- 19 Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; *Equal Education; *Expenditure per Student; *Public Schools; *School District Spending; Wages
IDENTIFIERS- *Missouri

Lawsuits challenging inequality in education spending have already overturned many state public-education-funding systems, and many more could be overturned. The equal-spending argument is based on unwarranted assumptions that lead to a series of foregone conclusions. A comprehensive analysis of Missouri public schools was used to study the equal-spending argument. The first unwarranted assumption is that there is a direct relationship between per-pupil expenditures and the quantity of education provided to students. The second assumption is that there is a direct relationship between spending and the quality of education. The third assumption is that spending levels also correlate to student learning and achievement. The fourth assumption is that urban school districts suffer most from unequal education expenditures. The fifth assumption is that low-spending districts pay more in taxes but receive less educational benefit. Each of these assumptions is examined in detail, and it is concluded that data from Missouri and the nation do not support these assumptions. (JPT)

ED 358 525 EA 024 947

Roberts, Jo; Blase, Joseph
The Micropolitics of Successful Supervisor-Teacher Interaction in Instructional Conferences.
PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conferences; Elementary Secondary Education; Interaction; Interaction Process Analysis; *Interpersonal Relationship; Organizational Communication; *Politics of Education; Professional Development; *Teacher Administrator Relationship; *Teacher Evaluation
IDENTIFIERS- *Micropolitics

Findings of a study that explored the micropolitical elements inherent in interactions between either prospective or from a synthesis of three change models. It is argued that to create a quality school, educators must use a model that helps participants internalize the components of the desired educational corporate culture. The organization must be examined in terms of the past, present, and future, and in terms of the following components of organizational culture: customs; collegial relationships; competence; and confidence. A systems approach is recommended to utilize the educational corporate culture to achieve change. Three change models are described--the Concerns Based Adoption Model (CBAM), the Institute for the Development of Educational Activities (IDEA) study, and the Rand study. Findings from each study indicate that change strategies should include the following: active participation, face-to-face interactions, opportunities to learn new behaviors, local materials development, and leadership support. Some conclusions are that: (1) change is an uncomfortable process; (2) change is accomplished by individuals; (3) change is a highly personal experience; (4) change is best understood in operational terms; and (5) the focus of facilitation should be on individuals, innovations, and the organizational context. Finally, planning and an understanding of the organizational culture are crucial to successful, lasting change. (Contains 21 references.) (LMI)

ED 358 545 EA 024 982

Milstein, Mike M.
Restructuring Schools: Doing It Right. Roadmaps to Success: The Practicing Administrator's Leadership Series.
PUB DATE- 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Objectives; Elementary Secondary Education; Public Schools; *School Based Management; School Effectiveness; *School Restructuring

Schools are being increasingly encouraged to "restructure" to improve education in schools. However, restructuring has many different meanings for different people. This book addresses the origins, purposes, and methods of restructuring schools and clarifies the definition of restructuring. It also advocates comprehensive change in thinking about education. Activities that promote restructuring are outlined, and information is presented on the means of developing structures and roles to accomplish restructuring. Also, the great difficulties of restructuring are explored as well as the means of assessing the effectiveness of restructuring efforts. Chapter topics include defining restructuring, clarifying purposes, developing structures and roles to serve purposes, promoting supportive beliefs and behaviors, providing resources, changing schools' issues and strategies; assessing restructuring efforts, and initiating activities to promote restructuring. A list of suggested readings and resources is included. (Contains 39 references.) (JPT)

ED 358 546 EA 024 983

Mckenzie, Jamieson A.
Selecting, Managing, and Marketing Technologies. The Practicing

assumptions, beliefs, and behaviors that drive school-level decisions. In addition, school reform must be locally based, fixed in the community; and staff development must synthesize theory, research, and practitioner reflective thinking and involve collaboration among teachers, parents, and the community. (Contains 17 references.) (LMI)

ED 358 565 EA 025 005

Restine, L. Nan
Women in Administration: Facilitators for Change.
PUB DATE- May 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Environment; Elementary Secondary Education; Leadership; Organizational Change; *Organizational Climate; Professional Development; *Women Administrators

Based on the premise that women are important to school reform, this book focuses on changes that women educators can bring to schools. Following the introduction, chapter 1 discusses schools and the people in them as mosaic, tapestry, and web. The public character of the school and changing characteristics of school constituents are addressed through the contradiction of constancy and change, showing that most change programs are merely variations on traditional themes. Chapter 2 focuses on women in schools and on "being" and "becoming" in the increasingly diverse educational environment. The significance of women as resources is contrasted with the number of women represented in school administration. Women's socialization, formal and informal barriers, women and leadership, motivation and mission, and priorities and practices are addressed with respect to gender as a cultural phenomenon. The third chapter explores issues in creating empowering cultures in schools, for which women can be instrumental. The issues of power and powerlessness, networks and relationships, and patterns of communication are discussed as they relate to the significance of bringing people into a variety of roles. The final chapter focuses on leadership and learning communities. An examination of effective leadership is presented, with defining qualities exemplified by women educators. The significance of modeling, mentoring, vision, and reflection are discussed as they relate to leadership as teaching and learning. Each chapter includes a set of reflective questions; three figures are included. (Contains 36 references; 10 of them are annotated.) (LMI)

ED 358 566 EA 025 009

O'Sullivan, Rita G.; Tennant, Cheryl V.
Programs for At-Risk Students: A Guide to Evaluation. Program Evaluation Guides for Schools Series.
PUB DATE- Mar 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test,

Federal Legislation; Handicap Identification; Health Services; Infants; Information Needs; *Information Utilization; Integrated Activities; Medical Services; *Policy Formation; *Public Policy; Social Services; State Programs; Toddlers
IDENTIFIERS- *Early Identification; Individuals with Disabilities Education Act Part H

Despite the availability of relevant knowledge to guide policy formulation, and in spite of financial resources appropriated to support the developmental process, policies and procedures related to child identification in Public Law 99-457 (Part H), state plans are inconsistent with both contemporary research and Congressional expectation. Eleven factors in this problem are identified, including: (1) absence of financial resources is not the most significant impediment to implementing coordinated programs for children and families; (2) capacity to generate knowledge exceeds ability to apply it; (3) knowledge regarding the prevention of disability and vulnerability is underutilized; (4) formal structures for promoting and facilitating knowledge application in decision making do not exist; (5) administrative structures supporting coordinated health, education, and social service programs do not exist; and (6) policy and funding decisions are only marginally affected by knowledge bases. An aggressive, multifaceted initiative is needed which can make available accurate and germane information about children and their families, broaden the agenda and arena of debate around existing systems, and promote alternative ways of nurturing children and families. Specific actions are recommended. (Approximately 50 references.) (JDD)

ED 358 586 EC 301 835

Magrab, Phyllis R.
Rural Issues in Planning Services for Young Children with Special Needs.
PUB DATE- 92
NOTE- 12p.; In: Gallagher, James J., Ed., Fullager, Patricia K., Ed. The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems; see ED 353 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Child Health; Community Programs; Coordination; *Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Government Role; *Health Services; Information Needs; Parent Participation; Planning; Policy Formation; Private Sector; *Public Policy; Public Sector; *Rural Areas; Rural Environment; Social Services; Special Health Problems; Young Children

Policy planners can create improved systems of care and new support systems for rural families who are raising children with disabling conditions or special health care needs, by recognizing the unique needs of these families, the ecology of local service delivery systems, and the special resource requirements of rural areas. Lack of information is a serious impediment to attaining the goal of providing family-centered, community-based, coordinated care in rural areas. Other factors to consider in planning services include: health status profiles differ from those of urban communities; rural communities have different concerns, needs, and resources; demands on professionals may be overwhelming; significant economic problems exist; there is a lack of adequate

Gately, Frank J., Jr.; Gately, Susan E.
Developing Positive Co-Teaching Environments: Meeting the Needs of an Increasingly Diverse Student Population.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Disabilities; Elementary Secondary Education; Interpersonal Relationship; *Regular and Special Education Relationship; *Team Teaching; *Teamwork
IDENTIFIERS- Diversity (Student)

This paper describes co-teaching as a collaborative, equal relationship between a regular classroom teacher and a special educator which allows for meeting the needs of a greater number of students with disabilities within a single regular classroom program. The co-teaching relationship is thought to develop through a series of three stages: (1) the beginning stage when communication between teachers is stifled or minimal and feelings of discomfort predominate; (2) the developing stage when communication becomes more open and interactive with the rudiments of shared responsibility becoming evident; and (3) the collaborative stage when both educators openly communicate and interact, and teachers and students experience a high degree of comfort. Eight primary components comprising the co-teaching relationship are discussed, including: interpersonal communication, physical arrangement, familiarity with curriculum, curriculum goals and modifications, instructional planning, instructional presentation, behavior management, and grading/evaluation. Strategies are suggested for modifying these components to facilitate movement through the three stages. A rating form to evaluate each of the eight components for co-teaching stage is attached. (DB)

ED 358 605 EC 302 167

Brodin, Jane; And Others
Minitrial: A Limited Study of the Use of Videotelephony for People with Moderate Mental Retardation. Technology, Communication and Disability, Report No. 7.
PUB DATE- 93
NOTE- 43p.; This report is part of the European project RACE 2033 (Research in Advanced Communications Technologies in Europe), TeleCommunity, which is financed by the Swedish Telecom and the Swedish National Board for Industrial and Technical Development (NUTEK).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Attitudes; Communication Skills; *Equipment Evaluation; Equipment Utilization; Foreign Countries; Interpersonal Communication; *Moderate Mental Retardation; Participant Satisfaction; Pictorial Stimuli; Technological Advancement; *Telephone Communications Systems; *Telephone Usage Instruction
IDENTIFIERS- Augmentative Alternative Communication; Sweden;

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Community Programs; *Early Intervention; *Federal Programs; Financial Support; Foreign Countries; Government Role; Preschool Children; Preschool Education; Program Administration; *Program Effectiveness; Program Evaluation; *Severe Disabilities; Special Education; Staff Development
IDENTIFIERS- *Australia

This report reviews projects funded during 1989 within the Children with Severe Disabilities (CWSD) component of the Australian Government Special Education Program. The review examined four aspects: (1) identification of those currently receiving services through CWSD funds; (2) description of the type of programs being funded; (3) the role of CWSD funds in the lives of young children and their families; and (4) identification of critical issues for the CWSD subcommittee. Findings included the following: most children being served are 24 to 48 months of age living at home; most projects are initiated by community groups and provide early intervention educational programs; and most families feel that, without the CWSD-funded projects, their children would have no access to appropriate educational programs until school age. The review also identified issues in the areas of CWSD program administration, adequacy of funding for individual projects, conditions of employment, a need for ongoing professional development, and parental need for information and skills to ensure long-term access for their child to high quality programs and services. (Contains 16 references.) (DB)

ED 358 625 EC 302 188

Parmenter, Trevor R.; Riches, Vivienne C.
Establishing Individual Transition Planning for Students with Disabilities within the NSW Department of School Education.
PUB DATE- Dec 90
NOTE- 48p.; A product of the Unit for Rehabilitation Studies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Faculty Workload; Foreign Countries; Individualized Education Programs; *Individualized Programs; Inservice Teacher Education; Mental Retardation; Parent Participation; *Program Implementation; Secondary Education; Staff Development; *Student Educational Objectives; Student Participation; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- *Australia (New South Wales); *Individualized Transition Plans

This examination of individual transition plans (ITPs) for students with disabilities in New South Wales, Australia, looked at effectiveness of the system and procedures, and involvement of teachers in the development of the ITPs. It found that the numbers of written ITPs grew from 156 (56 percent of potential) in 1989 to 340 (74 percent) by June 1990. A majority of the ITPs were developed for students with intellectual disabilities. ITPs have facilitated program planning based on student needs rather than broad-based curricula. Advantages of the ITP system, as reported by teachers in both special schools and special units in regular high schools, included increased levels of student and parent involvement and increased vocational options for students. Teacher workloads, however, increased dramatically with the introduction of the ITP system, an increase which became more manageable with time. Key issues were identified, including: a

*Disabilities; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; *Instructional Leadership; Learning Disabilities; Physical Disabilities; Principals; *School Supervision; Severe Disabilities; *Special Education; Visual Impairments
IDENTIFIERS- Education for All Handicapped Children Act

This guide is designed to assist principals in the supervision of special education programs in their schools. The first of seven papers, by Ann Schnepf and Linda DeClue, offers a general overview of supervisory practices pertaining to special education. Subsequent papers review specific categories of students with disabilities and the supervision of special education programs for those students. They include: "Learning Disabilities" (George Van Horn and Linda DeClue); "Emotional Disabilities" (George Van Horn); "Substantial Disabilities" (George Van Horn); "Physical Disabilities" (Ronald DiOrio); "Communication Disabilities" (L. Annette Carter and Elizabeth McCrea); and "Sensory Disabilities" (Ronald DiOrio). Each paper follows generally the same format, outlining program objectives, components of a quality program, definition of the disabling condition, identifying characteristics, best educational practices in relation to that disability; role of regular and special education teachers, what a principal should look for in a classroom for students with that disability, needs for related services and transportation services, and references. An appendix contains an outline of the key provisions of Public Law 94-142 (the Education for All Handicapped Children Act). (JDD)

ED 358 644 EC 302 207

Burrello, Leonard C.; And Others
Restructuring the School: Additional Policy Issues and Options.
PUB DATE- 92
NOTE- 23p.; For an earlier statement of "Issues and Options" and a related document, see ED 350 774 and ED 357 533, respectively.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Educational Policy; *Educational Responsibility; Educational Technology; Elementary Secondary Education; Financial Support; Policy Formation; Role of Education; *School Restructuring; *Special Education; Teacher Certification; Teacher Education

This report outlines issues related to special education and changes in its role brought about by the restructuring of schools. Discussions of proposed policy options accompany the descriptions of each issue. The issues are in addition to those described in an earlier University of Maryland issues and policy options paper. The first issue is stakeholder responsibility, which calls for viewing the education of all students as a shared responsibility and recommends the establishment of community partnerships. Consideration of the second issue, integrated community services for students with disabilities and their families, points out the difficulty in meeting the needs of vulnerable children and the essential need for interagency coordination. Discussion of the third issue, educational technology, examines the role of technology in improving treatment of students as individuals, the need for staff training in technology use, and the value of distance technology in sustaining inclusion. Suggestions regarding the fourth issue, teacher preparation and certification, include re-examining the course of study leading to a teaching degree and

NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; *Academically Gifted; Counseling; Elementary Secondary Education; *Homogeneous Grouping; *Labeling (of Persons); Research Methodology; Research Needs; *Self Concept; *Self Esteem; Self Evaluation (Individuals); Special Classes; Student Development

Three issues are addressed in this research review. First, do gifted and average children differ in their self-concepts? Second, what, if any, are the effects on self-concept of labeling a child as gifted or exceptional? Third, does placing the child in a separate enriched or accelerated classroom have any impact on self-concept? The paper begins with a discussion of issues relating to self-concept and giftedness constructs. This is followed by a review of the research evidence bearing on the three questions. That research is shown to yield variable results and to exhibit some methodological flaws. Nevertheless, some conclusions are drawn, including the following: (1) gifted students as a group show no major deficits in self-esteem; (2) indirect evidence suggests that labeling a child gifted may have a positive impact on self-esteem; and (3) there is some support, based on social comparison processes, that moving a child from a regular classroom to a homogeneous, highly gifted group may have a negative impact on self-concept. Implications of the results for future research and for the counseling of gifted students are offered, including the recommendation that researchers should pay more attention to treatment of self-concept and giftedness variables and that counseling with gifted and talented students should have a developmental focus. (Contains approximately 100 references.) (Author/DB)

ED 358 662 EC 302 226

Clark, Gilbert A.; Zimmerman, Enid
Issues and Practices Related to Identification of Gifted and Talented Students in the Visual Arts. Identification in the Arts. Research-Based Decision Making Series, Number 9202.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Creativity; Definitions; Educational Practices; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; *Gifted; Secondary School Students; Student Characteristics; Student Evaluation; *Talent; *Talent Identification; Test Use; *Visual Arts

This paper offers a critical examination of definitions, issues, and practices relative to identification of students who are gifted and talented in the visual arts. The lack of agreement on the definition of talent in the arts is discussed, along with the role of culture, student characteristics, creativity, skills, cognitive abilities, affective abilities, interest and motivation, potential and processes contrasted with performance and products, art specializations, and distribution of arts talent in the general school population. Identification issues are then examined in relation to the use of outcomes derived from standardized art tests; intelligence, achievement and creativity tests; students' backgrounds, personalities, values,

Kodjak, Barbara Hippel
French from Four to Seven. A Handbook for Teaching French to the Very Young.
PUB DATE- 92
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; *Daily Living Skills; Early Childhood Education; Elementary Education; FLES; *Folk Culture; *French; Second Language Instruction; *Second Languages; Songs; Visual Aids; *Vocabulary Development; *Young Children

The handbook is a compilation of ideas, strategies, resources, and suggestions for teaching French to children aged 4-7. It presupposes a school program in which French is taught as a foreign language for a brief period each day, although the ideas are adaptable to immersion instruction. Introductory sections describe the book's format and recommended classroom configuration and provide a series of brief introductory activities for classroom use. Subsequent chapters provide suggestions for vocabulary, games, songs, crafts, exercises, and evaluation. Reproducible visual aids are included. The chapters are organized by topic: numbers; colors; body parts; the family; toys; action verbs; the house; the kitchen; fruits; boats; wild animals; farm animals; school; the alphabet; clothing; the interior of the house; food; time; days of the week; the telephone; and holidays. An appendix provides additional games, visual aids, and songs. (MSE)

ED 358 682 FL 020 531

Couto, Vera; Towersey, Louise
The Brazilian EFL Learner: A Profile Influencing Curriculum.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Curriculum Design; *English (Second Language); Foreign Countries; Second Language Learning; *Student Attitudes; *Student Characteristics; *Student Motivation; Surveys
IDENTIFIERS- *Brazil

A study surveyed 207 students of English as a Second Language, aged 11-57 and at all levels, in a Brazilian English institute to derive a student profile for curriculum development. Subjects were questioned concerning: motivation for starting and continuing English language study; perceptions of the language lessons in terms of activity types, interaction types, and degree of student and teacher control; and sources of English language and cultural input. Results indicate that the students' primary motive for beginning to learn English was to understand films, songs, and other aspects of popular culture, but their motive for continuing study was employment-related. In general, students pursued English instruction for professional advancement, to take advantage of spoken and visual media, for travel, and because they perceive it as part of a good education. Favorite classroom activities appear to

NOTE- 174p.; For other Dunford House Seminar proceedings, see FL 021 248-257.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Classroom Techniques; Communicative Competence (Languages); Correspondence Study; *Curriculum Design; Curriculum Development; Educational Change; *Educational Strategies; *English (Second Language); Foreign Countries; Higher Education; Inservice Teacher Education; *Instructional Design; Language Research; *Language Teachers; Linguistic Theory; Program Descriptions; Public Schools; Second Language Instruction; Simulation; *Teacher Education; Teacher Evaluation

Proceedings of a seminar on the design and implementation of training education programs for English-as-a-Second-Language teachers are presented in the form of papers, presentations, and summary narrative. They include the following: the keynote address (Peter Strevens); "Case Studies Evaluation Exercise" (M. P. Breen); "The Simulation Exercise" (M. P. Breen); "Teacher Training and Project Design" (John Sinclair); "Design Activities" (John Sinclair, Alan Mountford); "Process of Curriculum Reform in Public Systems" (C. N. Candlin); "The Teacher-Training Video Project" (J. Revell, S. Rixon, R. S. Neilson); "The Chulalongkorn EAP Project" (F. Frankel, C. Holes); "English by Radio" (Sue Lake); "Teacher Redirection by Correspondence and Visitation" (B. Coffey); "How Would We Recognise a Communicative Classroom" (M. P. Breen); and "Towards an Evaluation of Teaching in Context" (P. B. Early). (MSE)

ED 358 705 FL 021 248

Holes, Clive, Ed.; And Others
The Design and Implementation of Teacher Training Programmes. Report on the Dunford House Seminar (England, United Kingdom, July 11-21, 1983).
PUB DATE- 84
NOTE- 156p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Classroom Communication; Developing Nations; Distance Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; Participant Satisfaction; *Program Design; Program Evaluation; *Program Implementation; Research Methodology; Second Language Instruction; *Teacher Education Programs; Teaching Styles
IDENTIFIERS- Hong Kong; Oman

Proceedings of a seminar on the design and implementation of training education programs for English-as-a-Second-Language (ESL) teachers are presented in the form of papers, presentations, and summary narrative. They include: the keynote address (Keith Morrow); "Participants' Views of Issues and Constraints in Teacher Training"; "'What Gets In Your Way?'"; "The Organisation of the Case Study Design Tasks"; "Case Study Design Task: Oman"; "Case Study Design Task: Hong Kong"; "Participants' Views of Criteria for the Evaluation of Teacher Training Courses"; "Criteria for the Evaluation of Teacher Training Programmes" (Rod Bolitho); "Teacher Talk: Basics" (John Sinclair); "EFL Classroom Interaction" (Jane Willis); "Teacher Styles" (Margaret Falvey); "Language Training for Non-

Methodology; Self Employment; Seminars; *Small Businesses
IDENTIFIERS- Informal Sector; Ivory Coast; Kenya; Tanzania

A research project in the Ivory Coast, Kenya, and Tanzania evaluated the cost effectiveness of management training seminars for women entrepreneurs in the informal sector. Women, a large and growing part of entrepreneurs, had less access to needed resources, skills, and information than men. Reasons for failure to study the cost effectiveness and efficiency of development assistance included lack of clear concepts, methodologies, and standards. Grassroots management training seminars were conducted for businesswomen operating established informal sector businesses. In each country, 40 businesswomen were selected; some were assigned to a control group. A set of indicators was developed to measure benefits. Levels of criteria considered in evaluating outcomes were reaction, learning, behavioral, and result. Impact of the training program was assessed by applying this set of indicators and comparing pre- and postseminar values. Findings indicated that participants appreciated acquisition of management skills, had a more favorable attitude toward learning and the importance of management know-how to improve business, and acquired cognitive skills. Behavioral changes were reflected in the application of acquired skills and knowledge through business expansion by at least one-third of participants in each country. They improved or stabilized their businesses. Benefits to participants exceeded costs in all three countries. (Appendixes include 29 references, a summary of seminar content, and data tables.) (YLB)

Marketing Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 92
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Competence; Competency Based Education; *Course Content; *Distributive Education; Entrepreneurship; Entry Workers; Hospitality Occupations; Insurance; *Job Skills; *Marketing; Postsecondary Education; Promotion (Occupational); Salesmanship; Secondary Education; Small Businesses; *State Standards; Transportation; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in marketing education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. Program and course standards are based upon competencies required for entry, advancement, and upgrading in marketing occupations. Competencies and standards are provided for the following curriculum areas: distribution and marketing, including selling, buying, transporting, storing, promoting, financing, marketing research, and management. Reinforcement of basic skills in English, mathematics, and science appropriate for a job preparatory program is provided through vocational instruction and applied laboratory procedures or practices. (KC)

Blank, William E.; And Others
Integrating Academic and Vocational Education: Changes in Teacher
Education. Fourth in a Series.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.
PUB DATE- 92
NOTE- 52p.; For related documents, see CE 063 811-813.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Administrator Role; Articulation (Education); *Change Strategies; Cooperative Planning; Coordination; *Educational Change; Educational Cooperation; Educational Policy; Educational Practices; Guidelines; Higher Education; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Policy Formation; Secondary Education; State Programs; Statewide Planning; *Teacher Education; Teacher Role; Team Teaching; *Vocational Education
IDENTIFIERS- *Florida

The purpose of this document is to suggest ways in which teacher education in Florida could be changed in order to facilitate and promote the successful integration of academic and vocational education in schools throughout the state. The introduction includes a definition of the term "integration," a discussion of the assumptions underlying integration, and a rationale for integrating academic and vocational education. The following topics are discussed in a section on the basic approaches to implementing integration: reinforcing academics in vocational education, tying academics to real life and using applied learning, achieving vocational and academic teacher collaboration, using major projects and themes, and planning major restructuring of schools. The remainder of the document consists of a listing of 17 recommended changes in Florida's system of both pre- and inservice teacher education and discussions of each of the individual recommendations. The recommendations, which are discussed in the context of the overall problem of achieving integration and were developed on the basis of observations of numerous academic and vocational educators who were in the process of integrating their instruction. (Contains 16 references.) (MN)

DESCRIPTORS- Adults; Cubans; *Employed Women; *Employment Level; *Employment Patterns; Futures (of Society); *Hispanic Americans; Mexican Americans; Occupations; Salary Wage Differentials; Unemployment; *Wages

Data on Hispanic women in the labor force between 1978 and 1988 show the following: (1) 6.5 percent of the women in the work force in 1988 were of Hispanic origin (3.6 million); (2) the median age of Hispanic women was 26.1 years, 2-5 years younger than Black or White women; (3) 66 percent of Hispanic women participate in the labor force, a higher rate than for Whites or Blacks; (4) Hispanic women have a higher unemployment rate than White women but lower than Black women; (5) only about 37 percent of employed Hispanic women had completed high school; (6) the largest proportion of employed Hispanic women were in technical, sales, and administrative support occupations; (7) the median income for Hispanic women who worked full time, year round, was $14,983, 15 percent below the median income for all women; and (8) about 23 percent of the 4.6 million Hispanic families in the United States are headed by women. (A Spanish language version of this report is also provided.) (KC)

ED 358 308 CE 063 848

Women in Labor Organizations. Facts on Working Women No. 89-2.
PUB DATE- Aug 89
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Blacks; *Employed Women; *Employment Patterns; Futures (of Society); Males; Occupations; Participation; *Salary Wage Differentials; *Unions; Wages; Whites

Data on women in labor unions in 1988 reveal the following facts: (1) women are becoming an increasingly important part of membership in organized labor, as the total number of workers in unions declines; (2) in 1988, nearly 6 million of the 47.5 million employed women in the United States, or about 13 percent, were members of unions; (3) since 1983, the proportion of employed women who belong to unions has declined; (4) membership growth was the greatest among black women; (5) labor organizations seem to be appealing mainly to government workers who are in the skilled professions and technical, clerical, and protective service jobs at all levels where women are heavily employed; (6) in 1988, median weekly earnings for women union members were more than $100 higher than for nonunion women workers, but union women continued to earn over $100 less weekly than union men; and (7) women's participation in labor unions has been most visible in the role of organizers. (KC)

Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Career Development; Classroom Techniques; Competence; Competency Based Education; *Computer Assisted Manufacturing; Computers; Computer Science; Educational Resources; Entry Workers; Job Skills; *Paraprofessional Personnel; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods; Test Items
IDENTIFIERS- *Computer Integrated Manufacturing; Florida

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of a computer-integrated manufacturing program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for computer integrated manufacturing courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: (1) program implementation; (2) instructional resources (a listing of 27 print materials, 6 audiovisuals, and 3 software programs, along with publishers' addresses); (3) facility design for computer engineering technology laboratories and classrooms, equipment, safety, maintenance, and liability; and (4) teacher professional development, teacher certification, professional organizations and support services. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the computer integrated manufacturing field. (KC)

Organizations; Technology; Thinking Skills; Writing Skills
IDENTIFIERS- *Distributive Education Clubs of America; Missouri

This publication contains teaching activities for the Fundamentals of Marketing and Advanced Marketing curriculum. Chapter 1 presents an alignment of the marketing education core competencies within the nine curriculum units for Fundamentals of Marketing and Advanced Marketing as they relate to the basic academic skills, advanced academic skills, and higher-order workplace competencies. In addition, the skills and competencies are identified as they relate to the 14 Distributive Education Clubs of America (DECA) individual and chapter events. The next two chapters provide sample activities for the Fundamentals of Marketing and Advanced Marketing curricula. These activities include the following: a list of competencies; the list of basic academic skills, advanced academic skills, and higher-order workplace competencies; and a description of the activity with appropriate handouts. In the final chapter, the DECA individual and chapter events include a list of the basic academic skills, advanced academic skills, and higher-order competencies appropriate for each event. (YLB)

use. What is more important for influencing behavior is parents who are a primary source for problem solving, who clearly communicate that sexual behavior is unacceptable during adolescence--and who do so in a positive way. The study found no relationship between communication about sex and how adolescents view their parents' approval or disapproval. What appears to be important is not just communication, but communication about values. (ABL)

ED 358 381 CG 024 869

Grossnickle, W. F.; And Others
The Job Interview: An Employer Preview.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Employee Attitudes; *Employment Interviews; High School Graduates; *Job Applicants; *Personnel Selection; *Questioning Techniques; *Work Attitudes

This study was conducted to evaluate the effects of the job interview on the attitudes of applicants, those who were hired and those who were not, and to offer employers suggestions for the interview process. The potential previewing effects of discriminatory interviewing techniques were also assessed. Questionnaires were sent to 134 individuals who applied for full-time, entry level direct care positions at a large state-operated residential facility for mentally retarded persons in the southeastern United States. Sixty-four of the subjects were hired by the facility, 70 were not hired. Across both groups 59% were female and 58% were black. The findings suggested no significant interaction effects for sex, race, or job status. Although the results demonstrated no significant main effects for sex or race, a main effect for job status was revealed, such that the attitudes of the hired group were significantly higher than those of applicants who were not hired. Higher scores indicated a more positive attitude toward the interview. Although the interview process was rated less favorably by those individuals not hired, that group tended also to rate the interview in a positive direction. The findings suggest that employers need to formulate more effective strategies to deal with interviewer compliance to organizational goals and to Equal Employment Opportunity Commission guidelines. (NB) spoken had scores on psychological well-being variables comparable to those found in Anglo students. A similar comparison of Hispanic-American (N=37) students and Anglo students (N=89) showed that Hispanics, as a whole, differed from Anglos only in having lower agreeableness scores. More highly acculturated Hispanics (N=22) and Anglos were both less avoidant and higher in seeking social support than were less acculturated Hispanics (N=15). (Author/NB)

ED 358 402   CG 024 895

Hernandez, Jeanne
Child Abuse and Its Relationship to Adolescent Mind-Sets and Behaviors.
PUB DATE- Mar 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine Scientific Sessions (13th, New York, NY, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Abuse; Elementary School Students; Grade 6; Grade 9; Grade 12; High Schools; High School Students; *Incest; Intermediate Grades; Preadolescents; Secondary Education; *Sex Differences; *Sexual Abuse; *Youth Problems
IDENTIFIERS- Minnesota

This study was undertaken to explore whether incest, extrafamilial sexual abuse, and physical abuse are linked with different psychological or behavioral consequences, and whether abuse affects males and females differently. In 1989, a survey instrument was administered to all 6th, 9th, and 12th graders in 84% of all the public schools in Minnesota. A representative sample of 10% of those children completing the surveys was used in these analyses. All 6,224 protocols of the 9th and 12th grades were analyzed. Overall, 18% of the subjects reported experiencing some form of child abuse, and 10% of the sample reported having experienced sexual abuse. Approximately 2% had experienced incest only, 4% had experienced extrafamilial sexual abuse only, 10% had experienced physical abuse only, and 2% had experienced all three types of abuse. In general, although the effects of abuse on males and on females were similar, possibly the effects were somewhat greater on males. Males who reported abuse, particularly physical abuse, were more likely than females to consider suicide. All forms of child abuse correlated with the mind-sets and behaviors of the adolescents in the study. The greater relationship between physical abuse and some outcome variables and between sexual abuse and others is noteworthy. (NB)

Student Attitude Survey which was one component of portfolio assessment. Within the survey, "at-risk" readers identified "more able" readers in the classroom. The "at-risk" and "more able" readers were paired as partners for a 16-week period, sharing and modeling reading strategies. The California Test of Basic Skills was used as a pre- and post-test to measure achievement. A pre- and post-attitude survey was administered to view changes in attitude toward reading. As for achievement, there were substantial gains for tutees. Results indicated that those tutees who entered third grade reading below grade level were reading at or above grade level. In two cases, posttest data showed evidence that tutees were reading at grade equivalents higher than that of their tutors. Results of the attitude survey reflect attitudes of the tutees to be more positive as a result of the program and very similar to that of their tutors. Findings suggest that a paired reading program is a manageable and effective classroom strategy that can be easily implemented to supplement varying teaching techniques. (Two tables and five figures of data are included; 41 references, the student attitude survey, a blank anecdotal record form, and a student-generated checklist are attached.) (Author/RS)

ED 358 425 CS 011 321

Stein, Marcy; And Others
The Beginning Reading Instruction Study.
PUB DATE- Jun 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Content Analysis; Cost Effectiveness; Evaluation Criteria; Primary Education; Program Descriptions; Program Evaluation; *Reading Programs; Reading Research
IDENTIFIERS- Reading Management

Calling attention to the continuum of approaches reflected in beginning reading programs, this report presents content and cost analyses for over 50 beginning reading programs. The first of the report's five chapters is an introduction. The second chapter begins with a brief description of the major issues in the area of beginning reading and concludes with a summary of important research-based recommendations for instruction. The third chapter outlines the evaluation criteria for a content analysis of the programs and provides operational definitions of evaluation criteria. The chapter concludes with an analysis of the extent to which over 50 instructional programs and approaches reflect research in beginning reading. The fourth chapter presents a cost analysis of each program evaluated and a description of how the cost analysis was determined. The final chapter contains some conclusions and cautions about selecting and designing effective reading instructional programs. (RS) who devised a four-part heuristic (conjecture, definition, quality, and objection) for identifying the crucial issue in a given case. After examining issues of fact, the analyst turns to issues of interpretation. Questions of value may involve evaluation of an action or of its consequences. The final stasis of public policy discourse involves parliamentary issues that determine the rules of objection. Who should debate or decide an issue? Under what conditions should debate occur? After completing this four-part analysis, the policy analyst is prepared to join in the debate. Given the particular context, audience, and purpose, the analyst can select the point of stasis or disagreement for that particular audience and address the point of stasis according to rules acceptable for that context. (SAM)

Duffey, Suellynn; Belanger, Kelly
Pairing Honors and Basic Writing Students: A Step toward Detracking First-Year Students.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; Computers; *Freshman Composition; *Grouping (Instructional Purposes); Higher Education; Honors Curriculum; Instructional Improvement; *Labeling (of Persons); Track System (Education); Writing Achievement
IDENTIFIERS- Basic Writers; *Ohio State University

In response to the segregation, stigmatization, and valorization that placement systems can cause, writing instructors at Ohio State University paired an honors class with a basic writing class. For each of 3 years, the paired classes met in adjoining computer-enhanced classrooms, and when the classroom dividing wall was opened, the students worked collaboratively in mixed-placement groups. The students followed the same rigorous curriculum. Each of the three paired classes was team taught and observed daily by graduate student ethnographers. In public presentation and discussion, several issues were raised: (1) should "honors" and "basic" students be mixed to avoid labels; (2) should students be told about the experimental nature of the course; and (3) should the assumption be that the "smart" honors students were supposed to tutor the "dumb" basic writers. Teachers found it as difficult as students to look beyond the stereotypes created by labels that the placement systems bestows. (RS)

gender. (RS)

ED 358 484 CS 213 899

Detweiler, Jane A.; And Others
Forms of (Re)sil(i)ence: Engaging Unsaid Resistances in Disciplinary Discourses.
PUB DATE- 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Feminism; Higher Education; Informal Assessment; *Writing (Composition); *Writing Research
IDENTIFIERS- *Academic Discourse; Composition Theory; Feminist Criticism; Intertextuality

Exploring the formal and theoretical possibilities available in and through feminist inquiries, this paper investigates the possible impact of feminist theories on three areas of academic writing--the professional, the graduate, and the undergraduate--using a polylogic, polyvocal presentation. The paper explores the theoretical and formal possibilities of feminist approaches to inquiry, with particular attention to sites where feminist influences are absent or distorted in composition studies. The polylogue presented in the paper consists of short spoken pieces which integrate anecdotes, comments and responses, bits of overheard conversation, descriptions, quotations, and interpretations. The paper hopes to create an intertextuality that harkens back to the inter-texture-ality of women's craft: a weaving or quilting that combines, elaborates, and reframes memories, thoughts, and feelings in new patterns. (Contains 34 references.) (RS)

Two figures are included. (LMI)

ED 358 505 EA 024 366

Brazil, Robert D.
A Covenant for Change. The Paideia Manual: A Guide to the Re-Training of America's Teaching Force.
PUB DATE- 92
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Curriculum Development; *Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; *Inservice Teacher Education; *Seminars; *Staff Development; Teacher Education; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Paideia Proposal

A proposal for school reform, crafted by Mortimer J. Adler in 1982, the "Paideia Proposal," resurrected the ideal of the Socratic teaching method and called for a three dimensional program to prepare youngsters for earning a living, preparing for the duties of a citizen in a democracy and preparing them for continued learning. The core curriculum would include language, literature, fine arts, mathematics, natural science, history, reading, writing, calculating, speaking and thinking. This core of general knowledge would be delivered by three types of teaching and learning: didactic teaching which is lecturing or telling, coaching, which is supervised practice, and Socratic questioning or guided discussion. In June of 1988, Sullivan High School in Chicago, Illinois, graduated its first group of seniors who went through 4 years of the school's innovative Paideia Program. Short bibliographies follow each of the five chapters. Seven appendices contain program schedules, an overview of selected readings for seminars in English, history and science in the Sullivan High School curriculum, 2-year reports on the Paideia proposal in Chicago, lists of principal operants of the program and the City of Chicago Board of Education personnel, and school improvement plans from 14 institutions. Twenty-four footnotes are included. (MLF) practicing supervisors and teachers in successful instructional conferences are presented in this paper. Micropolitics refers to the use of formal and informal power by individuals and groups to achieve their organizational goals. Methodology involved transcript analysis of over 100 supervisor-teacher postobservation conferences, which were included in the database of a larger study conducted in a variety of public schools in the southwestern and southeastern United States. Findings indicate that attaining deep reflection and free exchange in conference situations is difficult to achieve and is profoundly complicated by political factors. Four major micropolitical strategies that can constrain or facilitate conferences were used to define conference interaction--personal orientation, conversational congruence, formal authority, and situational variables. In successful conferences, supervisors and teachers used personal orientation and conversational congruence strategies. Supervisors also provided nonthreatening environments for teachers. In less successful conferences, supervisors used formal authority and situational variables as political strategies. The recommendation is made to include information on micropolitical skills in administrator preparation programs and to make administrators aware of the differences between control-oriented and empowerment strategies. One table is included. (Contains 43 references.) (LMI)

Administrator's Leadership Series. Roadmaps to Success.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Community Support; *Educational Planning; Elementary Secondary Education; Fund Raising; *Management Development; *Marketing; Staff Development; *Technological Advancement

This book argues for a comprehensive approach to planning for and managing the use of technology in schools. In the first four chapters, emphasis is placed on the importance of: (1) anticipating the future; (2) creating stakeholders' planning committees; (3) providing staff development and training for teachers and administrators; (4) winning community support by skilled marketing techniques; and (5) identifying and obtaining new sources of funding for the technology needs that exist in one's school. Specific steps are provided for dealing with vendors of technology, as well as a series of guidelines for designing the staff-development program. Readers may find chapter 5, "Identifying New Sources of Funding for Technology," especially helpful in these lean economic times. Finally, a series of appendices are provided, which help the reader determine the level of technological understanding, planning, and usage that exists in schools. (Contains a bibliography of 14 annotated sources; there are also 17 unannotated references.) (LMI)

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; *Program Effectiveness; *Program Evaluation; Public Schools; Student Needs

About one in four students who enter high school will not graduate. Numerous dropout-prevention programs have been implemented nationwide in the past decade to increase the high school graduation rate. This growth in programs has made it more difficult for educators to determine the effectiveness of the many alternatives. This guide is designed to help school professionals evaluate programs for at-risk students. The guide can be used to assess need, document a program's progress, determine participants' satisfaction, allocate resources, and provide information to set policy. Six vignettes are used, one for each chapter, to focus on a different strategy for evaluating programs for at-risk students. Chapters cover the following topics: assessing students' needs using focus groups, identifying students for program participation and comparison groups using existing documentation, assessing effectiveness of the program in improving students' attitudes toward school using existing attitude scales, strengthening individualized instruction using an observation checklist, verifying school staff support using a written questionnaire, and establishing the level of parents' involvement in the program using interviews. Additional readings and standards and indicators of quality for evaluation of programs for at-risk students also are included. (Contains 63 references.) (JPT)

transportation; access to services is restricted; and the lack of population density results in a paucity of health care services. Implications for policy and planning include: (1) localizing service planning and delivery; (2) increasing and enhancing the family role in child care; (3) developing interagency networks; and (4) coordinating cross-government private resources. (Contains 13 references.) (JDD)

ED 358 587   EC 301 836

Walker, Deborah Klein
Building a Family-Centered Early Intervention System.
PUB DATE- 92
NOTE- 19p.; In: Gallagher, James J., Ed., Fullager, Patricia K., Ed. The Coordination of Health and Other Services for Infants and Toddlers with Disabilities: The Conundrum of Parallel Service Systems; see ED 353 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Child Health; Definitions; *Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; *Family Programs; Federal Legislation; Health Services; *Legal Responsibility; Measurement Techniques; Parent Participation; Policy Formation; *Public Policy; Quality Control; Special Health Problems; Standards
IDENTIFIERS- Individuals with Disabilities Education Act; Social Security Act Title V

This paper examines the legal mandates as well as the definitions and indicators for a family-centered early childhood system of care for children with special needs. Legislation discussed includes the Individuals with Disabilities Education Act and the Maternal and Child Health Block Grant (Title V of the Social Security Act). Various definitions of family-centered early intervention systems are presented. The sets of standards and indicators of quality care developed by the Association for the Care of Children's Health, New England Serve, the Family Resource Coalition, and the Consortium of Family Organizations are described, and examples of indicators are listed in the areas of individualized services, health care professional and team characteristics, health care agency or facility responsibilities, state health department responsibilities, and guidelines for community and societal supports. The paper concludes with five recommendations for assuring a family-centered early intervention system. (Contains 27 references.) (JDD)

*Video Telephone

This study examined the use of videotelephony by two men with moderate mental retardation attending a Swedish day center. This minitrial evaluated technical aspects of the equipment, understanding of how to use the videotelephones by people with moderate mental retardation, and general points of view from the staff. Both men had poorly developed spoken language skills using primarily augmentative and alternative communication. A system was designed based on a personal computer attached to a videotelephone, a camera, and appropriate software. Pictogram symbols were used to make communication simpler. Conclusions indicated: (1) the technical equipment must be improved, especially with regard to quality of sound and image, and the monitor must be improved; (2) the two users showed interest and motivation and used a variety of pictograms, but had difficulty accessing the right pictogram symbols; and (3) staff saw the videotelephony activity as time-consuming and expressed a need for deciding how much priority to give to the activity. (Contains 11 references, 2 in Swedish.) (DB) need for better preparation before the ITP meeting; relatively few (only 35 percent in 1990) students themselves attending ITP meetings; and a low percentage of objectives written in behavioral and observable terms. The major recommendation is for ongoing staff training and support, especially in such priority areas as practical and functional assessment and curriculum development. An ITP format and a documentation checklist are appended. (Contains 10 references.) (DB)

ED 358 626   EC 302 189

Riches, Vivienne C.; Parmenter, Trevor R.
Community Transition Teams: A Research and Development Report.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Community Programs; Delivery Systems; Demonstration Programs; *Disabilities; *Education Work Relationship; Foreign Countries; High Schools; Models; Needs Assessment; Pilot Projects; Postsecondary Education; Program Development; Program Evaluation; *Teamwork; *Transitional Programs
IDENTIFIERS- *Australia (New South Wales)

This report describes a pilot program of the New South Wales (Australia) Department of Education to develop community transition teams as part of an effort to provide transition education to people with disabilities. The project is based on a model developed in Oregon and stresses assisting each community to work cooperatively to assess local needs (as distinct from individual student needs), to identify gaps in service provisions, and to promote comprehensive planning and effective service delivery. A five-phase approach was implemented and evaluated: (1) team building, (2) needs assessment, (3) program planning, (4) program implementation, and (5) evaluation of annual accomplishments. The model has proven successful, with establishment of 10 local teams. The project identified such issues as determining who takes responsibility for providing a needed service, difficulties in establishing a community identity and good working relationships, the need to involve high school personnel more, and the importance of developing networks within and between community transition teams. Appendices provide formats for needs assessments and identification of top priority standards for both 1989 and 1990. (Contains 13 references.) (DB)

preparing all teachers to be responsible for the education of all students. Recommendations concerning the fifth issue, funding, focus on revising funding policies to meet the needs of school restructuring efforts and to make funding more flexible. (JDD) and ages; and use of multiple criteria identification systems. Examination of current practices and critical reviews of their advantages and disadvantages are reported in regard to nonstructured nominations, structured nominations, group intelligence quotients, achievement tests, academic records, standardized art and creativity tests, informal art instruments, portfolio and performance reviews, interviews, and observations. These practices are hierarchically arranged as steps in an identification program and in terms of their most appropriate age/grade applications. Conclusions are drawn about future applications of issues and practices. (Contains 142 references.) (Author/JDD)

correlate with motivations, but writing and grammar were not generally enjoyed. Most favored paired and group work over individual work. Students also preferred teachers to have control over classroom interaction. Teacher and textbooks were the desired sources of input. Problems in questionnaire administration suggest some methodological improvements, and results suggest ways of integrating the survey itself into the curriculum. Questionnaire and tabulated results are appended. (MSE)

ED 358 683 FL 020 801

Young, Richard, Ed.
Southern Illinois Working Papers in Linguistics and Language Teaching, Volume 1.
PUB DATE- 92
NOTE- 97p.; For individual papers, see ED 297 591, ED 317 068, and FL 020 803-805.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Children; Creoles; *Curriculum Development; *English (Second Language); Foreign Countries; Games; German; Intensive Language Courses; Interlanguage; Jargon; Morphology (Languages); Nouns; Phrase Structure; *Reading Comprehension; *Second Language Learning; *Systems Approach
IDENTIFIERS- Fossilized Language; Gender (Language); Trinidad and Tobago; University of Pennsylvania

Five original research papers by faculty of the Department of Linguistics at the University of Southern Illinois at Carbondale are presented. The titles and authors are as follows: "Measuring the Instructional Sensitivity of ESL (English as a Second Language) Reading Comprehension Items" (Sheila R. Brutten, John T. Mouw, and Kyle Perkins); "'The Boy for the Cookie': Some Evidence for the Non-violation of the Case Filter in Child Second Language Acquisition" (Usha Lakshmanan); "Covert, Undetected, and Uncorrected: Apparently Fossilized Structures in the English Interlanguage of a Native Speaker of German" (Ben Novak); "'Right-Through, Rings, and Taws': Marbles Pitching Terminology in Trinidad and Tobago" (Lise Winer and Hans E. A. Boos); and "A Systems Approach to Curriculum Innovation in Intensive English Programs" (Richard Young). (JP)

Native Teachers" (Jane Willis); "Distance Training Foundation Module" (Harley Brookes, Alison Duguid); "Classroom Observations" (Richard Rossner); "Interim Evaluation"; "Participants' Comments from End-of-Seminar Questionnaire"; and "Dunford '83: Reprise" (Tony Wright). Appended materials include a list of participants and case study groups, process diarists' reports on the case study design tasks, "Communicative Grammar in Teaching and Teacher Training" (Rod Bolitho); report on an open session on a British standardized test for ESL teachers; and "The Role of the Foreign Expert" (Julian Edge). (MSE)

ED 358 706 FL 021 249

Toney, Terry, Ed.
Curriculum and Syllabus Design in ELT. Report on the Dunford House Seminar (England, United Kingdom, July 16-26, 1984).
PUB DATE- 85
NOTE- 152p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Behavioral Objectives; Case Studies; Communicative Competence (Languages); *Curriculum Design; Curriculum Development; Curriculum Evaluation; Developing Nations; Educational Technology; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; *Language Tests; Modern Languages; Research Methodology; Second Language Instruction; *Teacher Education; Teaching Methods
IDENTIFIERS- Egypt; Hong Kong; Yemen

Proceedings of a seminar on curriculum and syllabus design for training English-as-a-Second-Language teachers are presented in the form of papers, presentations, and summary narrative. They include: "Curriculum and Syllabus Design in ELT"; "Key Issues in Curriculum and Syllabus Design for ELT" (Christopher Brumfit); "Approaches to Curriculum Design" (Janet Maw); "Graded Objectives in Modern Languages" (Sheila Rowell); "Performance Objectives in the Hong Kong DTEO" (Richard Cauldwell); "The Relationship between Teaching and Learning" (Dick Allwright); "Three Basic Requirements of Teaching and Teaching Methods" (Robert O'Neill); "The Implementation of Communicative Syllabuses" (Keith Johnson); "Evaluating Curricula and Syllabus" (Charles Alderson); "Examinations" (Charles Alderson); "Educational Technology and Curriculum Renewal" (Martin Phillips); "The Organisation and Structure of the Seminar"; "What Do We Mean by 'Curriculum' and 'Syllabus'?"; "What Gets in the Way?"; "Curriculum and Syllabus Design: What Are the Key Questions?"; "Case Study Design Tasks: Instructions and Notes for Session One"; "Case Study One: University of Sana'a Language Centre, Yemen Arab Republic"; "Case Study Two: Cairo Direct Teaching of English Operation"; "Interim Evaluation"; "Options"; and "Seminar Evaluation." An article summary, results of a pre-seminar questionnaire, and a report on an alternative case study design are appended. (MSE)

ED 358 707 FL 021 250

Higgs, David, Ed.
Communications Skills Training in Bi-Lateral Aid Projects. Report on the Dunford House Seminar (England, United Kingdom, July 15-25, 1985).
PUB DATE- 86
NOTE- 220p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agriculture; Arabs; Case Studies; Classroom Techniques; *Communication Skills; Computer Assisted Instruction; Course Organization; Curriculum Design; Developing Nations; Distance Education; Economic Development; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Intercultural Communication;

ED 358 728 FL 021 295

Hirose, Yuki
World Knowledge in Children's Sentence Comprehension.
PUB DATE- 93
NOTE- 17p.; For the complete volume, see FL 021 293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Age; *Ambiguity; Children; Elementary Education; Elementary School Students; *Language Acquisition; Language Research; Linguistic Theory; Measures (Individuals); *Prior Learning; *Reading Comprehension; Semantics; *Sentence Structure

Sentence comprehension is more than a syntactically autonomous issue and relies on the clues that are not part of the grammar. This paper considers "world knowledge," in this case prior knowledge of the story being read, as one such clue. In section 1, "reversibility" of sentences is discussed. "Sentence ambiguity" is discussed in section 2. Section 3 is the experimental section that examines how world knowledge influences the interpretation of ambiguous sentences and affects linguistic development. The experiment was conducted to observe the fluctuation in subjects interpretation of ambiguous sentences and to analyze how knowledge of the story influences it. Sixty-five children in the Kyoto and Nara areas in Japan, aged 6-12, were given a strip of paper to read. After reading the strip of paper, the children were asked to act out what was written on the paper. The experiment showed that world knowledge plays an important role in sentence comprehension. It was concluded that world knowledge helps children in assigning an alternative structure they would not normally assign to the sentence. As a result of this, a child may become aware of the fact that a sentence can have more than one meaning. It is also concluded that the role of world knowledge seems to be related to maturation; younger children appear to be more influenced by world knowledge. (VWL)

ED 358 729 FL 021 296

Inaba, Midori
Examining the Including and Excluding Roles of Positive Evidence: A Study of a Case Where L2/L1 Grammar Intersects.
PUB DATE- 93
NOTE- 24p.; For the complete volume, see FL 021 293. Revised version of a paper presented at the special session of the MITA Psycholinguistics Workshop (Tokyo, Japan, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- College Students; English; Error Patterns; Foreign Countries; *Grammar; Higher Education; Japanese; *Language Acquisition; Language Research; Language Tests; Native Speakers; Second Language Instruction; *Second Language Learning; *Sentence Structure; Testing; *Transfer of Training

This study argues that positive second-language (L2) data do not necessarily rule out inappropriate L2 grammar. Rather, L2 learners appear to postulate first-language (L1) grammar as an interim theory about the L2, at least in the initial stages of L2 acquisition. The case where L2 grammar intersects L1 concerning time adverbial clauses was chosen as an object of study. A grammaticality judgement test including correct L2

ED 358 749 FL 800 649

Rabideau, Dan
Integrating Reading and Writing into Adult ESL Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *English (Second Language); Instructional Materials; *Literacy; *Literacy Education; Literature; Oral Language; *Reading Instruction; Second Language Learning; *Teaching Methods; *Writing Instruction
IDENTIFIERS- ERIC Digests

Some of the major reading and writing practices currently in use in adult English-as-a-Second-Language programs are described in this digest. Reading activities for such learners are similar to those used in adult basic education classes. At the beginning level, students dictate stories to the teacher or give an oral account of an experience. These stories become texts for initial reading instruction when written down. Literature-based programs often let students select their own texts. Two series of readers are recommended. Use of materials such as advertisements are suggested as well as part of an effort to keep material relevant. Writing instruction has three purposes: to provide practice in the language, to offer a chance for experimentation, and to allow learners to set their own goals. Process writing provides practice, experimentation and communication with language all in the context of helping a student express his own ideas. It is concluded that reading and writing along with oral language ability should be an aim of adult education for second language learners and native speakers. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 750 FL 800 683

Huerta-Macias, Ana
Current Terms in Adult ESL Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *English (Second Language); *Literacy Education; Second Language Instruction; Second Language Learning; *Student Centered Curriculum; *Student Participation; Student Role; Teacher Role; *Teaching Methods; Whole Language Approach
IDENTIFIERS- ERIC Digests

This digest defines the concepts of "whole language," "learner-centered," and "participatory," and discusses their application to adult learning in ESL literacy programs. All three approaches advocate that the learner should inform literacy instruction with his or her own particular input, that learners and their background knowledge and experiences should be

ED 358 770 HE 026 498

Johnstone, D. Bruce
10 Tough Questions about Your State University and Ten Candid Answers from the SUNY Chancellor.
PUB DATE- Feb 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Budgeting; College Faculty; College Outcomes Assessment; *Educational Finance; *Educational Planning; *Educational Quality; Financial Exigency; Financial Problems; Higher Education; Public Colleges; Research and Development Centers; Retrenchment; School Effectiveness; School Funds; School Role; State Colleges; *Undergraduate Study
IDENTIFIERS- State University of New York

In this booklet the Chancellor of the State University of New York (SUNY) provides answers to 10 difficult questions concerning issues of costs, accountability, and evaluation in the SUNY system. Questions concern the following issues: (1) the losses incurred in recent years by the State-operated campuses and the community colleges; (2) the issue of SUNY being oversized and the recent cutbacks being necessary just to bring the school down to manageable levels that taxpayers can afford; (3) the possibility of campus closings; (4) the possible specialization of campuses for cost-cutting purposes; (5) the issue of increasing faculty workload or reducing research as a means of saving money; (6) tuition adjustments to increase revenue; (7) the idea of developing one or more of the campuses into research centers with the intent of achieving a major reputation as a research university; (8) whether educational quality at the undergraduate level is being sacrificed by too much concentration on faculty research, graduate studies, and consultation; (9) whether the university should conduct college preparatory courses; and (10) the extent to which the university knows whether it is providing the necessary skills and education to its students. (GLR)

ED 358 771 HE 026 499

Curry, Lynn; Wergin, John F.
Educating Professionals. Responding to New Expectations for Competence and Accountability.
PUB DATE- 93
NOTE- 379p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accountability; Certification; *Competence; *Curriculum Development; *Educational Planning; Educational Trends; Futures (of Society); Higher Education; Outcomes of Education; Political Influences; *Professional Education; Relevance (Education); Sociocultural Patterns; Theory Practice Relationship; Trend Analysis

This book offers a comprehensive examination of the importance of educating professionals for practice in the 21st century and why and how that education needs to differ from the curricula of today. The book contains 13 chapters divided among 3 main parts: part I explores the broad social trends and political forces affecting professionals and their roles; part II

ED 358 790   HE 026 521

College and University Opening Fall Enrollment: New York State, Fall 1992.
PUB DATE- May 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *Colleges; *Enrollment; Enrollment Trends; Full Time Students; Graduate Study; Higher Education; Part Time Students; Private Colleges; Professional Education; State Colleges; *Statistical Data; Trend Analysis; Two Year Colleges; Undergraduate Study
IDENTIFIERS- City University of New York; *New York; State University of New York

This publication contains three extensive tables presenting data on college and university enrollment in New York State in the fall of 1992. The data were gathered through the New York State Education Department's Higher Education Data System. The tables are as follows: (1) degree-credit enrollment and first-time students in institutions of higher education by level of program and institutional classification (State University of New York, City University of New York, independent, proprietary, two-year, four-year and higher, and graduate only); (2) degree-credit enrollment and first-time students in institutions of higher education by level of program and institution; and (3) degree-credit enrollment trends in institutions of higher education by sector from the fall of 1980 to fall of 1992. (JB)

ED 358 791   HE 026 522

Gill, Wanda E.
The Varied Roles of TRIO Programs in the Accreditation Process.
PUB DATE- Apr 93
NOTE- 10p.; Speech delivered at the Presidential Breakfast of the Mid-Eastern Association of Educational Opportunity Programs (Alexandria, VA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Freedom; *Accreditation (Institutions); Administrator Responsibility; College Administration; *Educational Planning; *Educational Quality; Higher Education; Institutional Mission; Instructional Improvement; Mission Statements; *Organizational Objectives; Policy Formation; School Policy; Self Evaluation (Groups)
IDENTIFIERS- *TRIO Programs

This speech examines what areas of responsibilities and services are provided by TRIO programs and their role in the college accrediting process. Areas of accrediting found to be supported and fostered by TRIO programs are highlighted and include the following: (1) the development of mission statements, goals, and objectives appropriate to the institution's resources and the needs of its constituents; (2) the development of humane and equitable policies for dealing with students, staff, and faculty; (3) admissions policies clearly stated and related to the goals and resources of the institution with information about financial requirements, aid, and refunds openly available; (4) clear definitions of administrative and academic responsibilities, within a secure framework of academic

ED 358 810 HE 026 561

Smith, Rosslyn M.; And Others
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education. ASHE-ERIC Higher Education Report No. 8, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 141p.; For a digest based on this report, see HE 026 563.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Problems; Educational Legislation; Evaluation Methods; *Foreign Students; Graduate Students; Higher Education; *Inservice Teacher Education; Instructional Improvement; *Language Proficiency; Postsecondary Education; Research Needs; Speech Communication; Teacher Evaluation; *Teacher Improvement; *Teaching Assistants; Undergraduate Study

Despite complaints from undergraduate students concerning language and pedagogical skills of international teaching assistants (ITAs), institutions of higher education continue to appoint ITAs to teach. Legislative mandates have appeared to assess and improve language and pedagogical skills of ITAs, and the academies have likewise responded with workshops and seminars. Program models for ITA development differ in length and intensity but are usually of three types: orientation, pre-term, or concurrent. Assessment instruments used for screening ITAs include commercially produced tests, oral interviews, communicative performance tests, and teaching simulations. While research is being conducted on ITA communication effectiveness, more research is needed in the following areas: (1) classroom characteristics; (2) methods and materials facilitating ITA training and assessment; (3) personal and professional results of training on ITAs; (4) effective intercultural orientation; (5) appropriate assessment and training for international faculty members; and (6) how institutions define and identify ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multiculturalism. University administrators can support these training and assessment efforts by developing clearly defined and fair policies involving ITA training and assessment and enforcing them, providing stable and adequate program funding, and supporting scholarships focusing on the issues raised by ITA assessment and training. Contains approximately 300 references and an index. (GLR)

ED 358 811 HE 026 562

Curry, Barbara K.
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 4p.; For the full length report, see HE 026 560.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

ED 358 828 IR 016 108

Thompsen, Philip A.
Public Broadcasting in the New World of Digital Information Services: What's Been Done, What's Being Done, and What Could Be Done.
PUB DATE- May 92
NOTE- 12p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Educational Television; Electronic Mail; *Information Technology; *Mass Media Role; *Public Television; *Radio; Technological Advancement
IDENTIFIERS- Closed Captioned Television; *Digital Information Services; *Public Broadcasting

This paper explores the progress public broadcasting (originally called "educational television") has made in taking advantage of a relatively new application of technology: digital information services. How public broadcasters have pursued this technology and how it may become an integral part of the future of public broadcasting are reviewed. Three of the more successful digital information services that have been provided by public broadcasters (i.e., closed captioning, electronic bulletin board services, and electronic text) are discussed. The paper then discusses three areas that are currently being pursued: digital radio broadcasting, interactive video data services, and the broadcasting of data over the vertical blanking interval (VBI) of public television stations. A vision for the future of public broadcasting is considered, identifying some of the important opportunities that should be taken advantage of before the rapidly changing technological environment eclipses public broadcasting's chance to define a better future for an electronic society. (Contains 39 references.) (RS)

ED 358 829 IR 016 109

Hodas, Steven
Implementation of the K-12 NREN: Equity, Access, and a Trojan Horse.
PUB DATE- Jun 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Computer Assisted Instruction; *Computer Networks; Educational Change; Educational Innovation; Educational Technology; Elementary Secondary Education; *Equal Education; Federal Aid; Federal Regulation; Financial Support; Freedom of Information; Freedom of Speech; Government Role; *Information Networks; Program Implementation; School Restructuring; *Technological Advancement
IDENTIFIERS- Educational Information Network; *National Research and Education Network

The proposed deployment of the National Research and Education Network (NREN) offers an unprecedented opportunity for shaping a new expression of civic and pedagogical culture. It can be a

ED 358 847 IR 054 440

Murphy, Catherine
Current and Future Trends in Enhancing Subject Access in Online Systems To Meet the Information and Developmental Needs of Young Users. Manuscript Draft.
PUB DATE- Jul 92
NOTE- 11p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 20-24, 1992). Contains dot matrix print of uneven density.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Cataloging; *Database Design; Elementary Secondary Education; *Information Retrieval; Innovation; Learning Resources Centers; Man Machine Systems; Online Catalogs; *Online Systems; *Subject Index Terms; Technological Advancement; User Needs (Information); *Users (Information)

Computerized systems have dramatically altered the way that information can be organized, published, searched and retrieved. This paper: (1) examines the components of subject access in online systems; (2) identifies the potential for subject access enhancements, such as enriching the contents of the database and improving user-system interaction, that meet the information and developmental needs of K-12 students; and (3) reviews the literature and research that are concerned with the effective use of online systems by young people. (Contains 19 references.) (KRN)

ED 358 848 IR 054 453

Massachusetts Public Libraries in Crisis: The Burden of Non-Resident Lending and Borrowing. Report of the Senate Committee on Post Audit and Oversight. Senate 1635.
PUB DATE- Jun 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgeting; Financial Support; *Interlibrary Loans; *Library Circulation; Library Planning; *Library Services; Library Statistics; *Public Libraries; State Programs; *User Needs (Information); Users (Information)
IDENTIFIERS- *Library Funding; *Massachusetts

This report examines the present fiscal condition and changing nature of the system of public libraries in Massachusetts. Despite the impact of budget cuts on operating hours and staffing, the demand for library services has increased concomitantly with the information needs of individuals, professionals, and businesses. Many of the municipal libraries are finding that as much as 20% to 30% of their library users reside in other communities. This blurring of service delivery areas is causing financial strain at the local level where over 87% of all library revenues are generated. The growth in non-resident circulation demands that new funding strategies be examined in order to keep public libraries viable for all

ED 358 866 IR 054 592

Chen, Yu-Hui
CD-ROMs and Users' Reactions.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Libraries; Databases; Graduate Students; Higher Education; Information Retrieval; Institutional Evaluation; Library Instruction; *Library Services; Library Surveys; Needs Assessment; *Optical Data Disks; Problems; Questionnaires; *Reference Services; Search Strategies; Tables (Data); Undergraduate Students; *Users (Information); Use Studies
IDENTIFIERS- Boolean Logic; *State University of New York Albany

Users of optical data disk (CD-ROM) materials at the Main Library workstations of the State University of New York at Albany were surveyed to examine the problems they encountered while conducting their searches, identify factors that interfere with their task performance, determine their needs with regard to improvement in the databases they used, and evaluate the CD-ROM search service provided by the reference department. Data were gathered using a 12-item questionnaire completed by 200 non-repeat users (4 faculty members, 104 graduate students, 1 staff member, and 91 undergraduates) affiliated with the university. Results indicate that patrons made little use of workshops that the university had provided to introduce CD-ROM, and that they tended to request assistance rather than use the database search guides at the workstations. Graduate students were inclined to make better preparation for their searches than were undergraduates, but only a few patrons used Boolean logic to formulate their search statements. The responses and comments from searchers provide valuable information that library personnel can use to improve service. Twenty-one tables present study data, and an appendix lists some user suggestions. (Contains 12 references.) (SLD)

ED 358 867 IR 054 593

Puvogel, Cole
Characteristics of Periodical Use in the Small College Library.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bibliometrics; College Libraries; Data Collection; Evaluation Methods; Higher Education; Information Utilization; Intellectual Disciplines; Liberal Arts; *Library Circulation; *Library Services; *Periodicals; *Small Colleges; Users (Information); Use Studies
IDENTIFIERS- Circulation (Publications)

Characteristics of periodical use at a small liberal arts college were studied using a methodology aimed at providing a more accurate system for data collection by recording all the periodicals used in an entire semester. In the John J. Wright Library at La Roche College (Pennsylvania), circulation records were consulted, and one person while reshelving actually counted periodical items that had been moved to obtain more accurate records of use. In the 100 days of library use in the semester (January through April), there were 7,264 uses of

ED 358 884 JC 930 315

Tudor, Dan, Ed.
Compendium of Selected Data and Characteristics, 1991-92. University of Kentucky Community College System.
PUB DATE- May 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; Budgets; College Credits; College Graduates; College Planning; Community Colleges; Comparative Analysis; *Educational Facilities; Educational History; Educational Trends; *Enrollment; *Enrollment Trends; Expenditures; Faculty Development; *Financial Support; Full Time Equivalency; Full Time Faculty; *Institutional Characteristics; Minority Groups; Part Time Students; Scores; Sex; Staff Development; *Student Characteristics; Student Educational Objectives; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Kentucky; University of Kentucky Community College System

This annual compilation of statistical information provides a history of the development of the University of Kentucky Community College System (UKCCS) and selected data on 1991-92 enrollments, instructional programs, financial support, and student characteristics. Section I focuses on enrollments, providing fall 1991 headcount data for each of the 15 UKCCS campuses aggregated by full-/part-time status, class, gender, and residence; enrollment data for 1964 and fall 1982 to 1991; full-time equivalent enrollment (FTE) for 1964 and fall 1982 to 1991; and headcount enrollment of first-time freshmen from 1981 to 1991. Section II focuses on instructional programs, presenting headcount enrollment by degree level and course level; transfer, technical and non-degree program enrollment by gender; number and percent of credit hours offered by degree level; declared majors; number of graduates by technical program; number and type of library materials; highest degree attained by UKCCS faculty; staff and faculty development activities; number of students served by type of continuing education unit (CEU); number of CEU's awarded by type; and number of individuals served by community service activities. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function, and average salaries by rank for teaching faculty. Section IV explores student characteristics, including mean American College Test scores of first-time freshmen by test subject area and year; estimated family incomes; ethnicity; and distribution of headcount enrollment by age groups. A directory of UKCCS staff and 38 data tables are included. (PAA)

ED 358 885 JC 930 316

Doucette, Don, Ed.
Leadership Abstracts. Volume 5, Numbers 1-10, 1992.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Change Strategies;

ED 358 900 JC 930 334

Ignash, Jan
Community College Non-Liberal Arts: Implications for Transferability.
PUB DATE- 28 Apr 93
NOTE- 19p.; Paper presented at the Annual Conference of the Council of Universities and Colleges (Portland, OR, April 28, 1993). Adapted from the monograph "Curricular Trends in Community Colleges: Implications for Transfer" by Arthur M. Cohen and Jan M. Ignash.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); College Credits; College Transfer Students; *Community Colleges; *Comparative Analysis; Course Content; *Curriculum Research; Data Collection; Definitions; Educational Policy; Higher Education; *Liberal Arts; National Surveys; Research Methodology; Research Universities; State Universities; Technology; *Transfer Policy; Two Year Colleges; *Vocational Education

To gain a more complete understanding of the community college curriculum, the Center for the Study of Community Colleges (CSCC), in Los Angeles, California, augmented its 1991 national study of liberal arts courses, with a 1992 study of non-liberal arts courses. Data were drawn from the same 164 community colleges that responded to the 1991 survey, representing 68% of those initially contacted. Specifically, the study examined the ratio of liberal arts to non-liberal arts courses; the percentage of non-liberal courses that are transferable to four-year institutions; and how transferability varies between comprehensive colleges/universities and research universities in California, Illinois, and Texas. Study findings included the following: (1) a total of 104,565 course sections were tallied in the two studies, 45,360 (43.4%) of which were coded as non-liberal arts offerings; (2) the categories of non-liberal arts courses were business/office skills (24.6% of non-liberal offerings), personal skills (19.1%), trade/industry (18.6%), technical education (18.2%), health (10.2%), marketing and distribution (3.4%), education (2.5%), engineering technology (2%), agriculture (1.2%), and home economics (0.2%; (3) in California, 61.7% of non-liberal arts courses were transferable to the California State University, while 28.9% were transferable to the research oriented University of California, with similar transfer disparities found between comprehensive colleges and research universities in Illinois; and (4) trade and industry courses do not transfer at high percentages, but personal skills and avocational (especially physical education) courses do. Data tables and a non-liberal arts taxonomy are included. (PAA)

ED 358 901 JC 930 335

Mittelstet, Stephen K.
The Role of the Administrator in Foreign Language Education.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Foreign Language Education Roundtable of the American Association of Community and Junior Colleges (Washington, DC, February 9-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 358 918 PS 021 324

Wagonseller, Bill R.
Parent Involvement Model for Our Changing Society.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; Child Welfare; Community Involvement; Elementary Secondary Education; Family Problems; *Parent Education; *Parenting Skills; *Parent Participation; *Program Development

Child rearing is a difficult task in the 1990s. Among U.S. youth today there exists an alarmingly high prevalence of learning, emotional/behavioral, or developmental problems, most of which can be directly traced to the disintegration of family stability. Yet, despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model. A community parent involvement model would include the following elements: (1) training parent trainers to conduct parenting classes in every school; (2) changing the focus of the Parent Teacher Association (PTA) to parent-teacher administration; (3) developing at each school a parent education program for expectant parents and parents of very young children; (4) developing a parent education program for parents of elementary age children; (5) developing parent training programs for parents of children with special needs, including children with disabilities and children who are gifted; (6) offering parent training programs in a variety of workplace settings; (7) developing monthly PTA workshops on topics of interest to parents, such as those in the Practical Parenting Series; (8) creating a family lifestyle class for high school students; (9) offering, through local churches, specific training in developmental, emotional, physical, and social skills; and (10) funding preventive-type parenting programs adequately, so that local school districts can write grants for the development and operation of a parent education program. The time has come for society to help find a solution to the parenting problem. (MM)

ED 358 919 PS 021 357

Campbell, Frances A.; Ramey, Craig T.
Mid-Adolescent Outcomes for High Risk Students: An Examination of the Continuing Effects of Early Intervention.
PUB DATE- Mar 93
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Disadvantaged Youth; Early Experience; *Early Intervention; *High Risk Students; Longitudinal Studies; Low Income Groups; Preschool Education; Primary Education; *Program Effectiveness; *Young Children
IDENTIFIERS- *Carolina Abecedarian Project NC; Intervention

ED 358 937 PS 021 460

Larose, Simon; And Others
Parent-Adolescent Attachment and Specificity of Perceived Social Support.
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attachment Behavior; Confidence Testing; *Construct Validity; Correlation; Expectation; Fathers; Foreign Countries; Mothers; *Parent Child Relationship; *Social Cognition; *Social Development; *Social Support Groups; Young Adults

Research indicates that establishing a secure attachment relationship in childhood affects later perceived social support (PSS). In order to test this relationship empirically and to gather comparative information on the separate elements of PSS, two attachment questionnaires and three measures of PSS were administered to 139 white males and 320 white females between the ages of 15 and 20. Separate mother and father versions of the Inventory of Parent and Peer Attachment were completed, measuring the level of confidence, quality of communication, and level of alienation in the attachment relationship. In addition, participants were asked to complete tests of three separate constructs of PSS: a selection of the five most preoccupying items from a list of 36 stressful events, a list of members in their social network and evaluations of the level of support in each, and an inventory of their general expectations of social support. Results of the study included the following: (1) the three constructs of PSS (i.e., general feelings of support, specific support from the social network, and specific support in stressful situations) were found to be significantly correlated and to measure independent aspects of global PSS; (2) a significant positive relationship was observed between the quality of parental attachment and feelings of support; (3) the correlation between attachment and PSS related to both stressful events and other adults in the social network; and (4) representations of parental attachment contributed to specific expectations of support, and thus would appear to influence specific behaviors. (AC)

ED 358 938 PS 021 461

Vondra, Joan I.
Maternal and Toddler Correlates of Behavior during Free Play at 12 and 18 Months.
PUB DATE- Mar 93
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Attachment Behavior; Black Youth; *Cognitive Development; Low Income Groups; Mothers; Parent Child Relationship; Parent Role; *Play; *Predictive

ED 358 957 PS 021 484

Garling, Anita; Garling, Tommy
Mothers' Perceptions of Risk of Unintentional Injury to Young Children.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; *Accidents; Family Environment; Foreign Countries; *Injuries; *Mother Attitudes; Predictor Variables; *Risk; *Toddlers
IDENTIFIERS- *Risk Assessment; *Self Report Measures; Sweden

Two studies investigated how mothers of young children anticipate and interfere in events which may result in injury to their child. The first naturalistic study examined 150 mothers of firstborn children between 1 and 3 years old in Sweden. Mothers were interviewed and instructed in reporting about events which they anticipated would cause injury to their child, as well as any injury or near-injury occurring without being anticipated. The second study examined 72 different mothers and their children in the same age group and location. Mothers were interviewed in their homes, and on separate occasions were presented with vignettes which described a potential injury to their child. All vignettes had the general form of a statement about a potential injury-causing agent being present in the environment and the child's interaction with it. Mothers rated how likely they perceived injury to their child. Results from both studies showed that in the home environment, mothers frequently anticipated injury to their child prior to the child's interaction with the injury-causing agent. In the second study, the frequency with which mothers identified a potential injury varied with the child's age. (MM)

ED 358 958 PS 021 485

Health Care and a Child's Ability To Learn: A Survey of Elementary School Teachers.
SPONS. AGENCY- American Academy of Pediatrics, Elk Grove Village, IL.
PUB DATE- Sep 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Child Health; Comparative Analysis; Elementary Education; Elementary School Students; *Elementary School Teachers; Health Care Costs; *Health Needs; National Surveys; Needs Assessment; Rural Schools; Suburban Schools; *Teacher Attitudes; Urban Schools

In an effort to inform the debate on the effect of health care on children's readiness to learn, a study was conducted of the perceptions of 250 kindergarten through grade 3 teachers and 250 teachers in fourth through sixth grades concerning the relationship between their students' health and academic performance. Interviews were conducted via telephone, and teachers were selected from suburban/small town schools (n=300), urban schools (n=110), and rural schools (n=90).

ED 358 976 RC 018 966

Horwood, Bert
May the Spirits Go with You: False Face Reflections on the Great River.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; Ethics; *Experiential Learning; Foreign Countries; *Group Dynamics; *Individual Development; Learning Experience; Outdoor Education; Personal Narratives
IDENTIFIERS- Canada; Canoeing; *Environmental Ethic; *Wilderness

A professor of outdoor and experiential education reflects on the development of group relations and on lessons in outdoor ethics learned during a canoe trip in the Canadian Arctic. Written to celebrate a transforming experience, this paper illustrates the experiential learning and individual development that can result from intensive outdoor experiences. In addition to the customary events of wilderness travel by canoe, the eight-member party had rich encounters with wildlife and with the land. Noteworthy features of group life included: (1) an absence of overt leadership, yet decisions were made (eventually) that had full group support; (2) a tendency toward spontaneous synchronization of individual activities; and (3) the presence of a spirit of generous helpfulness and cooperation. Several events impelled the author to think and feel differently about the ethics of wilderness travel, his own relationship and responsibility to the land, the questionable ideals of our culture, and whether or not "sport" fishing and hunting are ethically defensible. Plans are outlined for a future trip in which participants enter into a more genuine relationship with the land and discover more deeply the spirit of respect for the wilderness. Intertwined with the narrative are excerpts from Douglas Le Pan's poem "Canoe Trip." (SV)

ED 358 977 RC 019 073

Debertin, David L., Ed.
Education, Off-Farm Employment and Rural Economic Development: Perspectives from States in the Southeast. Proceedings of a Rural Development Symposium at the Annual Meeting of the Southern Agricultural Economics Association (Lexington, Kentucky, February 1992).
PUB DATE- Jan 93
NOTE- 49p.; For a selected individual paper, see RC 019 076.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Economic Development; Educational Attainment; Elementary Secondary Education; Farmers; *Government Role; Part Time Farmers; Postsecondary Education; *Role of Education; Rural Areas; *Rural Development; *Rural Economics; *Rural Education
IDENTIFIERS- Education Economy Relationship

This publication presents a series of five papers based on presentations given at a rural development symposium dealing with the role of education in off-farm employment and rural economic development. The first paper, "Education and Rural Economic Development" (Thomas G. Johnson), discusses linkages

ED 358 994 RC 019 167

Evans, Marc
Team Assessment of Infants in the Rural Setting.
PUB DATE- Mar 93
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Delivery Systems; *Early Intervention; Home Visits; *Infants; Preschool Education; *Rural Areas; Teamwork; Toddlers
IDENTIFIERS- Oklahoma; *Team Assessment

SoonerStart is a collaborative interagency effort that provides services to approximately 2,000 developmentally delayed infants and toddlers in Oklahoma. In rural north-central Oklahoma, the early intervention team consists of a regional coordinator, resource coordinator (case manager), child development specialist (lead clinician), nurse, speech pathologist, occupational therapist, and physical therapist. In the past 2 years, this team has conducted 300 assessments, primarily in rural homes. The team uses a four-part organizational and tracking system to ensure timely and quality services. Initial aspects of the assessment phase include: referral; initial home visit by the resource coordinator; assignment of the primary services provider; and clinical intake, information gathering, and initial screening by the primary provider. Prior to assessment, the team meets to review available information and to decide who will act as facilitator and coach during the assessment procedure, what behaviors of the child require specific attention, and the details of the assessment procedure and travel plans. During a team assessment, only the facilitator and the family handle the child. The coach prompts the facilitator, as necessary, and other team members quietly observe and record the child's behaviors. Later, the results are compiled into a report, and team members make recommendations to the primary service provider and the resource coordinator, who are responsible for writing and implementing a service plan with the family. (SV)

ED 358 995 RC 019 168

Finley, Mary K.
Collaborating To Enhance Resilience in Rural At-Risk Students.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Community Cooperation; Elementary Secondary Education; *High Risk Students; *Prevention; Research and Development; Rural Education; School Community Relationship; *Theory Practice Relationship
IDENTIFIERS- Protective Factors; *Resilience (Personality); School Linked Services

ED 359 012 RC 019 214

Henderson, James E.
Quality through Involvement: A School-Based Decision-Making Success Story.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; *Boards of Education; Conflict; Elementary Secondary Education; Employer Employee Relationship; *Labor Relations; *Participative Decision Making; Personal Narratives; *Quality Circles; School Based Management; *School Districts; *Superintendents
IDENTIFIERS- *Montgomery Township School District NJ; Small School Districts

This paper narrates the experiences of a superintendent hired into Montgomery Township School District (New Jersey), an affluent, small school district with a history of labor relations problems. When hired in 1990, the new superintendent was confronted with seven pending grievance cases and the board of education's rejection of the annual school budget for the first time in 20 years. In the face of these problems, the superintendent and the Montgomery Township Education Association initiated school-based decision-making as an intermediate step to site-based management. Following a school climate survey, 25 percent of district staff members received training in communication and decision-making skills. Other efforts included: (1) the establishment of quality circles at each school to encourage staff to generate recommendations and participate in decision-making; (2) the Superintendent's Curriculum Advisory Council, comprised of staff, parents, and students, returned to its original purpose of providing curriculum and instructional recommendations as opposed to being a grievance council; and (3) advisory groups were formed to provide professional and nonprofessional staff opportunities to discuss workplace issues and recommend changes in district procedures. These efforts proved successful, as all pending grievances were settled within the district, follow-up school climate surveys reflected improved staff attitudes, and the board of education and district staff negotiated a 3-year contract. (LP)

ED 359 013 RC 019 215

Chapter 1 School Improvement Act, Migrant Education Program. Application for State Grant, Program Year 1993-1994.
PUB DATE- 93
NOTE- 59p.; The final section contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Budgets; Dropout Rate; Elementary Secondary Education; Enrollment Projections; Identification; *Migrant Education; *Parent Participation; *State Programs; *Student Recruitment
IDENTIFIERS- *Arizona; Migrant Student Record Transfer System

ED 359 029 SE 053 279

Biology AB: An Instructional Course Outline. Publication No. SC-928-1987.
PUB DATE- 87
NOTE- 334p.; For course outlines in Physics AB and Chemistry AB, see SE 053 278 and SE 053 280.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Animals; *Biology; Botany; Classification; *Course Descriptions; Curriculum Guides; Environment; Evolution; Genetics; High Schools; Lesson Plans; Plant Identification; Plants (Botany); *Science Curriculum; Science Education; *Science Instruction; Secondary School Science; Teaching Methods; Zoology
IDENTIFIERS- California; *California Science Framework; Science Process Skills

This course of study is aligned with the California State Science Framework and provides students the biology content needed to become scientifically literate and prepared for post-secondary science education. The course of study is divided into four sections. The first section provides an overview of the course and includes a course description, representative objectives, a time line, and the sequence of instructional units. The second section presents the course's 10 instructional units and enumerates the required concepts and skills to be taught. Topics covered by the units are: (1) the nature of biology; (2) the cell; (3) principles of taxonomy; (4) the classification, structure, and function of viruses, monera, protista, and fungi; (5) the classification, structure, and function of plants; (6) the classification, structure, and function of animals; (7) developmental biology; (8) genetics; (9) evolution; and (10) ecology and environment. The third section on lesson planning discusses various teaching strategies that foster scientific ways of thinking and encourage student creativity and curiosity. Ten sample lesson plans identifying specific objectives, instructional activities, practice formats, individual learner differences, and evaluation methods are provided. The fourth section contains four appendices that include: a classroom test of formal operation level including testing and scoring procedures and an answer key; a list of 31 resources; a list of the standards for Biological Science from the "Model Curriculum Standards, Grades Nine through Twelve"; and a copy of the Secondary Science Continuum. (MDH)

ED 359 030 SE 053 280

Chemistry AB Course of Study. Publication No. SC-952.
PUB DATE- 89
NOTE- 241p.; Four course outlines in Physics AB and Biology AB, see SE 053 278-279.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Atomic Structure; *Chemistry; Course Descriptions; Curriculum Guides; High Schools; Lesson Plans; Science Activities; *Science Curriculum; Science Education; *Science Experiments; *Science Instruction; Secondary School Science; Teaching Methods; Units of Study

ED 359 051 SE 053 474

Trisler, Carmen E.
Global Issues and Environmental Education. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; Decision Making; *Educational Needs; Elementary Secondary Education; *Environmental Education; Integrated Curriculum; Problem Solving; *Teaching Methods
IDENTIFIERS- *Environmental Issues; ERIC Digests; *Global Issues; Global Perspectives in Education

An action of an individual or a societal action that has an impact on other societies constitutes a "global issue." Global climate change, airborne toxins, ozone depletion, and solid waste management are a few of the global issues concerning the environment. This digest discusses methods by which students learn about global issues and acquire skills to deal with them. Topics discussed include: (1) the role of formal education in the acquisition of environmental knowledge; (2) the goal of environmental education to develop responsible environmental behavior in citizens; (3) the structuring of environmental education for global issues by either infusing them into the curriculum, inserting new courses into study, or creating a framework that allows learning to be related to and integrated within a student's life; (4) the use of creative problem-solving and decision-making approaches in dealing with global issues; and (5) the need to develop curriculum that addresses the identification of and response to environmental issues of global concern. Contains 10 references. (MDH)

ED 359 052 SE 053 476

Thomson, Barbara S.; Hartog, Martin D.
Activities To Teach Mathematics in the Context of Environmental Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 170p.; Available from ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1015 ($17.50).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Animals; Context Effect; Energy; Enrichment Activities; Environmental Education; Geometric Concepts; *Integrated Activities; Interdisciplinary Approach; *Investigations; Learning Activities; *Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Middle Schools; Plant Growth; Population Growth; *Problem Solving; Secondary School Mathematics; Solid Wastes; Transportation; Water Resources; Weather
IDENTIFIERS- Communication (Mathematics); *Connections (Mathematics); NCTM Curriculum and Evaluation Standards

ED 359 071 SE 053 687

The Need for Improved Mathematics and Science Education. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Mathematics; Elementary School Science; Elementary School Students; Elementary Secondary Education; *Enrollment; Graduation Requirements; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Racial Differences; Science Curriculum; Science Education; Secondary School Mathematics; Secondary School Science; Secondary School Students; *Sex Differences; State Curriculum Guides; *Student Evaluation
IDENTIFIERS- Alabama; Florida; Georgia; Mississippi; North Carolina; *Science Achievement; South Carolina; *Southeastern Regional Vision for Education

In response to the need for improved mathematics and science education for all students, the Southeastern Regional Vision for Education (SERVE) states have enacted policy initiatives to raise graduation requirements; increase standards for teacher preparation; revise state curriculum guides and frameworks; and develop statewide student assessments. This study examined the effects of these efforts on students' enrollment in advanced classes; mathematics and science achievement; and enrollment and achievement differences by racial/ethnic group and sex. A comparison of course enrollment data indicated that while student enrollment in mathematics and science courses has increased since 1982, less than half of those enrolled were taking upper level courses. Results of the 1990 National Assessment of Educational Progress indicated an upward trend in mathematics and science performance among 9- and 13-year-olds, while 17-year old students performance followed the national pattern. Trends in Academic Progress data indicate an improvement in achievement and enrollment levels of African-American and Hispanic students, but also indicate that differences still exist. Recommendations for reform initiatives are given for teacher training, educational resources, instructional methods, curriculum reform, and enrollment of all students in higher level courses. (MDH)

ED 359 072 SE 053 689

Eisenhower Links 1992. Conference Report (Washington, D.C., December 6-9, 1992).
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Communications; *Educational Change; Educational Quality; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Federal State Relationship; Higher Education; *Mathematics Education;

ED 359 094 SO 022 803

Barry, Nancy H.
The Effects of Different Practice Techniques Upon Technical Accuracy and Musicality in Student Instrumental Music Performance.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; *High School Students; Music Activities; *Music Education; Music Teachers; Music Techniques; *Performance; Statistical Analysis; Teaching Methods
IDENTIFIERS- *Instrumental Music

The purpose of this study was to determine the effect of different practice conditions upon technical accuracy and musicality of student instrumental performance. High school instrumental students attending summer music camps at the Florida State University were randomly assigned to one of three different practice groups: (a) teacher-designed practice (n=22), in which subjects used practice procedures recommended by music instructors; (b) student-designed practice (n=19), in which subjects developed their own structured practice method; and (c) free practice (n=20), in which subjects practiced in their "usual manner." The same experimental etude was used for both pre- and posttest data collection. Subjects in all groups were assigned to an individual practice room for two fifteen-minute practice sessions one day apart. The differences between pre-test and posttest scores for pitch, rhythm, general technical accuracy, and general musical effect were calculated for each subject and the resulting gain scores were analyzed via the Kruskal-Wallis One-Way Analysis of Variance. Significant differences (N=61, p less than .05) were observed among the three groups for the number of individual pitch errors recorded and for the technical rating. Dunn's Multiple Comparison Procedure revealed significant differences (n=61, p less than .05) between each of the three groups for both pitch errors and technical ratings. Similar trends were observed in the scores for rhythmic accuracy and for overall rating for musicality. Results of this study suggest that subjects using a structured approach to practice (teacher and student methods) were able to correct more performance errors than those subjects not using a specific method (free practice). (Author)

ED 359 095 SO 022 804

Doane, Christopher; And Others
A Validation of Music Teacher Behaviors Based on Music Achievement in Elementary General Music Students.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Educational Research; Elementary School Students; *Music Education; *Music Teachers; *Teacher Behavior; Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Florida

This purpose of the study was to examine music achievement of elementary general music students in relationship to teacher

ED 359 116 SO 022 988

Wallace, James
Do Students Who Prefer To Learn Alone Achieve Better Than Students Who Prefer To Learn with Peers?
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Research; Elementary Education; Elementary School Students; *Learning Strategies; *Student Attitudes; Student Behavior; Study Skills; *Thinking Skills

This study examined the achievement of elementary school students when their strong preferences for learning alone or learning with peers were identified and they were allowed to choose whether to learn alone or with peers in each of five lessons. The 114 subjects, of whom 34 were later selected for this study, were the students of five social studies teachers who volunteered to take a course on learning styles. The Learning Style Inventory (Dunn, Dunn, & Price, 1989) was administered to each student to ascertain whether he/she had a strong preference for learning alone or with peers. The 34 students selected for the study on the basis of their having a strong preference were introduced to a small group learning method and taught five lessons with the option of working alone or with peers each time. The students were tested after each lesson. The results yielded by ANCOVA revealed that the students who were identified as strongly preferring to learn alone achieved significantly higher mean lesson-test scores than students identified as strongly preferring to learn with peers. Students identified as strongly preferring to learn alone did not achieve significantly higher when they opted to learn alone; students identified as strongly preferring to learn with peers did not achieve significantly higher when they opted to learn with peers. (Author)

ED 359 117 SO 022 989

Ohrn, Deborah Gore, Ed.
Doing Local History.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Education; Elementary Education; *History Instruction; Learning Activities; *Local History; *Social Studies; *State History
IDENTIFIERS- *Iowa

This theme issue contains articles about the importance of learning local history. The lead article includes historical information about three Iowa cities: Council Bluffs, Waterloo, and Jefferson. Other features in this issue are entitled: "Iowa Kids Talk," "Digging Into Local History," "Goldie's Top Ten News Stories"; "Boosters in Iowa"; "Take the Cemetery Home"; "Flipping Through Photos"; "Telephone Book History"; "Who's Who"; and "It's All in the Name Puzzle." (DB)

ED 359 118 SO 022 995

Patrick, John J.

ED 359 140 SP 034 415

Turner, Jeannine
Focusing on Teachers: ESEA Title II Mathematics and Science Teacher Training 1991-92.
PUB DATE- Jul 92
NOTE- 42p.; For an earlier report, see ED 325 520.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Elementary Secondary Education; Faculty Development; Federal Programs; *Inservice Teacher Education; Instructional Materials; Mathematics Instruction; *Mathematics Teachers; Needs Assessment; Program Evaluation; Science Instruction; *Science Teachers; *Teacher Improvement; Teaching Methods; Workshops
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title II

Title II of the Elementary and Secondary Education Act provides federal funds for the improvement of mathematics and science teaching at all levels of education (pre-K through 12). In 1991-92, funds were targeted by the Austin (Texas) Independent School District to serve 630 elementary and secondary teachers of mathematics and science. A project was conducted which provided a needs assessment, staff development workshops, funds for teachers to attend professional conferences, materials and/or equipment, funds for gifted and talented programs, and a 1991-1992 evaluation of previously funded Title II projects. The needs assessment determined that teachers of mathematics and science perceive their training as sufficient to teach basic skills but are interested in further training. Staff development workshops were rated positively by most participants; elementary and secondary teachers who participated in professional conferences believe that attendance will assist in making them better teachers, and classroom observations documented the use of materials and teaching techniques demonstrated at Title II workshops. Appendices provide a needs assessment questionnaire; evaluation results of elementary, secondary, and gifted mathematics and science workshops; and professional conference evaluations. (LL)

ED 359 141 SP 034 419

Warshaw, Mimi B.
Aide-to-Teacher Project: Building Partnerships for Faculty Diversity.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 63p.; Appendix 1 contains semilegible print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; College Preparation; *College School Cooperation; Cultural Background; Cultural Differences; Elementary Education; Higher Education; *Minority Groups; *Preservice Teacher Education; Program Implementation; *Teacher Aides; Teacher Background; *Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS- *California State University Dominguez Hills

The Aide-to-Teacher Project is a teacher recruitment and preparation project for culturally diverse paraprofessional

ED 359 160 SP 034 598

Zehm, Stanley J.; Kottler, Jeffrey A.
On Being a Teacher: The Human Dimension.
PUB DATE- Mar 93
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Higher Education; Self Esteem; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship; Teaching (Occupation); Teaching Experience; *Teaching Models; *Teaching Styles
IDENTIFIERS- *Preservice Teachers; Reflective Teaching

This volume lays out the human factors involved in effective teaching and encourages both future teachers and current practitioners to cultivate the personal and professional qualities found in the kind of teachers they want to be. The single most important factor in a teacher's effectiveness is described as his or her unique style of interaction and personality. The book is organized into nine chapters that cover the following topics: (1) the essence of what makes a teacher truly great--those human qualities and characteristics that inspire others; (2) teachers as fully functioning human beings and how the modeling process takes place; (3) obstacles that make a teaching career a challenge; (4) developing helpful relationships; (5) effective verbal and nonverbal communication; (6) the skills needed to reach students on multiple levels; (7) the predictable stresses and strains that teachers often experience in their careers and advice on ways to remain committed to teaching; (8) challenges to practicing and prospective teachers to become more reflective as they evolve as professionals; and (9) an invitation to teachers to create an image of the persons and professionals they want to be. (Contains approximately 80 references and 40 suggested readings.) (LL)

ED 359 161 SP 034 599

Wilson, Sally J. S.
Developmental Studies: The Study Skill Competency Program Course for Grades 7 through 12.
PUB DATE- 93
NOTE- 57p.; For an earlier document, see ED 347 145.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Cognitive Style; Course Descriptions; Heterogeneous Grouping; Listening Skills; Memorization; Notetaking; Questionnaires; Reading Skills; Research Skills; Secondary Education; Secondary School Students; *Student Behavior; *Study Guides; *Study Habits; *Study Skills; *Test Wiseness; Time Management; Writing Skills

"The Study Skill Competency Program of the Tri-County Master Tutors Network of South Carolina" (ED 347 145) was designed to equip students with study skills that will improve the quality of their academic work. That document, originally written for

International Cooperation; *International Programs; Language Proficiency; *Language Teachers; Language Tests; Media Selection; Oral Language; Program Descriptions; Research Methodology; Second Language Instruction; Surveys; *Teacher Education; Teaching Methods; *Technical Assistance; Technical Education; Television; Videotape Recordings
IDENTIFIERS- Authentic Materials; Brazil; British Council; Ecuador; Egypt; Indonesia; Malaysia; Nigeria; Oman; Sri Lanka; Thailand; United Kingdom

Proceedings of a seminar on communications skills training for English-as-a-Second-Language teachers in the context of aid projects overseas are presented in the form of papers, presentations, and summary narrative. They include: "Educational Project Management: Survey of Communications Skills Requirements in Aid Projects in Indonesia" (John Webb & John Sinclair); "Support for Technical Education at Polytechnics in Nigeria" (Geoffrey Ward & Richard Freeman); "The Principles and Practice of Communication Skills Course Design" (Paul Rea); "Communication Skills Courses in Britain for Aid Project Counterparts and Trainees" (Ron White & Pauline Robinson); "Basic Level Language Proficiency Testing" (Peter Hargreaves and Clive Bruton); "KELT in ODA Country Programmes" (Beryl Steele); a series of case study design tasks ("The Training of Technical Teachers from Egyptian Advanced Technical Schools, Alexandria"; "The ODA/Instituto Nacionale Pesca Fishery Project, Guayaquil, Ecuador"; "The British Council English Language Teaching Unit, Colombo, Sri Lanka"; "The British Council English Language Centre, Jakarta, Indonesia"; "The Institute of Health Sciences, Muscat Oman"); "The Design of a Distance Learning Course in Spoken English for Sukhothai Open University, Thailand" (Maurice Broughton); "A Task-Based Approach to Language Learning" (Dave Willis); "'Teaching and Learning in Focus': Adapting Video Based Teacher Training Materials to Different Contexts" (Dave Higgs); "Listening and Notetaking: A Gentle Introduction for Malaysian Students" (Jim Kerr); "English Language Training Support of Agricultural Development Projects for Kano Agricultural and Rural Development Authority, Nigeria" (Jack Lonergan); "Television English" (Jane Willis); "ELT Resources in the British Council" (Chris Hampshire); "The Brazilian National ESP Project" (John Holmes); "Cross Cultural Communication Differences in the Arab World" (Clive Holes); "The Role of the English Teaching Coordination Unit in the British Council" (Heather Simpson); and "Counter Applications for ELT" (Paul de Quincey). (MSE)

ED 358 708 FL 021 251

Webber, Richard, Ed.; Deyes, Tony, Ed.
Appropriate Methodology in ELT. A Report on the Dunford House Seminar (England, United Kingdom, July 14-24, 1986).
PUB DATE- 86
NOTE- 101p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Classroom Communication; Classroom Techniques; Communicative Competence (Languages); Computer Assisted Instruction; Curriculum Design; Developing Nations; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Materials; Language Role; *Language Teachers; Large Group Instruction; Material Development; Media Selection; Program Descriptions; Program Development; Second

sentences that are compatible with the L1 (CP), ones that are incompatible with the L1 (ICP), and incorrect L2 sentences (TR) that could occur if L2 learners transfer L1 grammar to L2 was devised and given to native speakers of English who study Japanese as a second language. Results indicate that: (1) the L2 learners accept the TR although there is no positive evidence to allow it; (2) they reject ICP in spite of positive evidence to allow it; and (3) this tendency is remarkable especially in the initial stages of L2 acquisition. (Author/VWL)

ED 358 730 FL 021 297

Kaneko, Yasuo
Parsing as a Process of Applying I-Language Modules: A Case Study Based on the Processing of Quantifier Float Constructions in Japanese.
PUB DATE- 93
NOTE- 22p.; For the complete volume, see FL 021 293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Case Studies; *Grammar; *Japanese; *Language Processing; Native Speakers; *Sentence Structure; Structural Analysis (Linguistics)
IDENTIFIERS- *Parsing; *Quantifier Float Constructions (Linguistics)

The goal of this study is to understand the ways in which humans apply relevant modules of knowledge of language to an input sentence in a parsing process. To this end, quantifier float constructions in Japanese are analyzed, as a case study, on the basis of the view that the output in parsing comprises discrete and multiple categories. Then, a framework for analysis is provided with two relevant modules of knowledge of language in which the output or judgements of a given sentence by native speakers could be classified into categories. Finally, on the basis of an analysis of the main features of the output, the problem of ways that the process of applying the relevant modules of knowledge of language is organized. Although the paper discusses a constraint on the phenomenon of quantifier float constructions in Japanese in relation to problems of parsing, this does not mean that a performance-based explanation replaces traditional, grammar-based notions. The problems of parsing that are addressed are only concerned with the process in which knowledge represented by the grammar-based notions is applied and with outputs from the process. (VWL)

ED 358 731 FL 021 298

Kanno, Yasuko
Do Formulaic Utterances Cease to Be "Chunks" When They Are Analyzed?
PUB DATE- 93
NOTE- 20p.; For the complete volume, see FL 021 293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Context Effect; Foreign Countries; *Language Processing; Language Research; *Linguistic Theory; *Oral Language; *Second Language Learning; *Syntax

Many second-language learners in their early stages of development are known to make an extensive use of prefabricated respected and valued and that learning activities should be relevant to learners' personal situations. The three approaches also differ: "whole language" works from whole to part and emphasizes function over form; "learner-centered" is concerned with collaborative decision-making about the curriculum; and "participatory" focuses on literacy as a vehicle for personal and social change. (Contains 12 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 751 FL 800 684

McGroarty, Mary
Cross-Cultural Issues in Adult ESL Literacy Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Literacy; *Cross Cultural Training; Cultural Awareness; Cultural Differences; *English (Second Language); Second Language Instruction; Second Language Learning; Sex; Student Role; Teacher Behavior; Teacher Expectations of Students; Teacher Role
IDENTIFIERS- ERIC Digests

This digest identifies some of the cultural factors that can influence learner and teacher behavior during classroom English-as-a-Second-Language (ESL) instruction. Four topic areas are discussed: roles of learners and teachers, gender-related issues; appropriate topics for instruction, and behavior at the site of instruction. Given the diversity of the student population along with the part-time and temporary nature of ESL instruction and the varied backgrounds of literacy instructors, it is impossible to offer guidelines for cross-cultural training that fits all adult ESL classrooms equally well. Only cross-cultural efforts that require ongoing mutual discovery and adaptation by both learners and teachers can provide the concrete guidance needed to insure that literacy instruction is culturally as well as linguistically compatible for all those involved. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 752 HE 026 150

Engel, C., Ed.; And Others
Annals of Community-Oriented Education, Volume 5.
PUB DATE- 92
NOTE- 383p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Allied Health Occupations Education; Clinical Teaching (Health Professions); *Community Health Services; Community Problems; Developing Nations; Epidemiology; Foreign Countries; Higher Education; *Medical Education; Medical Students; Orientation; Primary Health Care; *Program Development; *Public Health; Social Action
IDENTIFIERS- Area Health Education Centers; *Problem Centered Curriculum

This collection of 34 papers from various nations reflects the analyzes professional schools' emerging curricular responsibilities, their effectiveness in meeting challenges, and ways of making them better; and part III examines the need for a stronger bond between the educational system and systems of practice. Chapter authors and titles are as follows: "Sociocultural Changes Affecting Professions and Professionals" (Christine H. McGuire); "New Expectations for Professional Competence" (Ilene B. Harris); "The Expanding Use of Technology" (Joanne Gard Marshall); "Increasing Pressures for Recertification and Relicensure" (John J. Norcini and Judy A. Shea); "Connecting Education and Practice" (Sally Hixon Cavanaugh); "Confirming the Centrality of Liberal Learning" (Robert A. Armour and Barbara S. Fuhrmann); "Building Awareness of Ethical Standards and Conduct" (David T. Ozar); "Emphasizing Critical Thinking and Problem Solving" (Charles E. Wales, Anne H. Nardi; Robert A. Stager); "Learning from Corporate Education Programs" (Robert Rippey); "Evaluating Competence for Professional Practice" (William C. McGaghie); "Challenges for Continuing Professional Education" (Nancy L. Bennett and Robert D. Fox); "Broadening the Concept of Scholarship in the Professions" (R. Eugene Rice and Laurie Richlin); and "Setting Priorities for Change in Professional Education" (Lynn Curry and Jon F. Wergin). Contains over 400 references as well as name and subject indexes. (GLR)

ED 358 772   HE 026 500

Jones, Elizabeth A.; Ratcliff, Gary
Critical Thinking Skills for College Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Ability; *Cognitive Processes; *Critical Thinking; Evaluative Thinking; Higher Education; Literature Reviews; *Metacognition; *Problem Solving; Productive Thinking; *Thinking Skills; *Undergraduate Students

A review of the critical thinking literature reveals that there is growing interest in developing instructional strategies to develop students' critical thinking skills and dispositions. This paper reviews the research literature regarding the nature of critical thinking in the following areas: (1) differences in the conceptualization of critical thinking; (2) the degree to which critical thinking is generalizable across disciplines; and (3) the types of problems which should be measured in critical thinking assessments. The primary focus of the paper is on the different conceptualizations of critical thinking. Various areas of scholarly consensus are identified including the following ideas: that items central to critical thinking are analysis, evaluation, and inference; that critical thinking requires the use of cognitive abilities; that critical thinking includes metacognitive or self-monitoring skills; and that a student's thinking should meet certain criteria of good thinking or intellectual standards. Areas of scholarly disagreement are also identified including the questions of whether critical thinking is subject-specific or generalizable and how critical thinking can be measured. Contains 37 references. (GLR)

ED 358 773   HE 026 501

freedom; and (5) stability of resources to maintain the quality of instruction and services and assure their continuity. It is noted that TRIO project goals are measurable by both time and numerical standards, and many projects have reported exceeding their own standards and those for student performance. The speech concludes with the observation that, in the process of accreditation or reaccreditation, there is a need for the involvement of TRIO personnel in an institution's self-study process. (GLR)

ED 358 792 HE 026 523

Gill, Wanda E.
"Conversations about Accreditation: Middle States Association of Colleges and Schools" Focusing on Outcomes Assessment in the Accreditation Process.
PUB DATE- 12 Jun 93
NOTE- 28p.; Paper presented at the Double Feature Conference on Assessment and Continuous Quality Improvement of the American Association for Higher Education (Chicago, IL, June 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Outcomes Assessment; *Colleges; Federal Legislation; Federal Regulation; Government Role; Government School Relationship; Higher Education; Institutional Evaluation; Outcomes of Education; *Self Evaluation (Groups)
IDENTIFIERS- Higher Education Act Amendments 1992; Middle States Association Commission Higher Educ; National Education Goals 1990

This paper examines the role of outcomes assessment in the higher education accreditation process of the Middle States Association Commission on Higher Education region and considers future trends suggested by recent federal legislation. The recent reauthorization of the Higher Education Act stipulates an evolving role for the federal government in accreditation. Four current Commission publications on outcomes assessment are briefly summarized. In addition the paper presents results of a study of outcomes assessment in institutions in the region. The study consisted of two surveys, one for institutions beginning the outcomes assessment process and one for institutions with assessment plans in place. Three hundred of the 506 institutional members returned one of the two questionnaires. An analysis of self-study designs submitted by institutions during 1992 and 1993 found an increasing emphasis on outcomes assessment. In addition, all of the 1993-94 self-studies on file to date incorporate assessment data. The paper discusses the importance of outcomes assessment in light of the National Education Goals, particularly Goal #5 which calls for all citizens to be literate and able to exercise the rights and responsibilities of citizenship. A final discussion highlights differences between Commission positions with regard to assessment and constructs and procedures outlined in draft federal regulations. Copies of the outcomes assessment surveys are appended. (JB)

ED 358 793 HE 026 524

Miller, Michael T.; Newman, Richard E.
Fund Raising for Athletic Programs: Considerations for Success.
PUB DATE- 93

DESCRIPTORS- Adoption (Ideas); *Change Strategies; *College Planning; Collegiality; Educational Change; *Educational Innovation; Higher Education; Improvement; Leadership Responsibility; *Organizational Change; Organizational Communication; *Participative Decision Making; Postsecondary Education

IDENTIFIERS- ERIC Digests; Learning Communities

This digest summarizes a longer document with the same title concerning the introduction of enduring innovations into a higher education organization. Organizational change involves three steps: (1) mobilization, (2) implementation, and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated no matter how well it is communicated and implemented. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, the need for proper communication and decision making to discover the innovation's essential features for clearer identification and analysis, and the need for the innovation to be challenged in order to test its necessity and appropriateness for organizational improvement. Learning organizations can become innovative communities (where such innovation results in productive behavior) if organizational members are properly informed, thus allowing them to control what happens to them as members of the community. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization. (GLR)

ED 358 812 HE 026 563

Smith, Rosslyn M.; And Others

Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 92

NOTE- 4p.; For the full length report, see HE 026 561.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Communication Problems; Educational Legislation; Evaluation Methods; *Foreign Students; Graduate Students; Higher Education; *Inservice Teacher Education; Instructional Improvement; *Language Proficiency; Postsecondary Education; Research Needs; Speech Communication; Teacher Evaluation; *Teacher Improvement; *Teaching Assistants; Undergraduate Study

IDENTIFIERS- ERIC Digests

This digest summarizes a longer document with the same title that discusses the problem of using, training, and assessing international teaching assistants (ITAs) in undergraduate education. Legislative mandates have appeared to assess and improve language and pedagogical skills of ITAs, and academies have likewise responded with workshops and seminars. Assessment instruments used for screening ITAs include commercially produced tests, oral interviews and communicative performance tests, and teaching simulations. More ITA communication research is needed in the following areas: (1) classroom characteristics; (2) methods and materials facilitating ITA training and assessment; (3) personal and professional results of training on ITAs; (4) effective intercultural orientation; (5) appropriate assessment and training for international faculty members; and (6) how institutions define and identify ITAs and the impact of ITA training and assessment on positive force for change or a regressive distribution of resources and influence to those already most in possession of them. To prepare for the NREN, the federal government should provide funds for hardware, software, training, and support, beginning with schools most deprived at present and ending with schools already rich in technology. Financing may, in fact, be the easy part of establishing the NREN. The harder part will be establishing the network in such a way as to preserve its ability to provide educational equity, and to use it as a Trojan horse to bring high-access technology into the schools. That technology is in itself a Trojan horse to bring about school restructuring through changes it can make in attitudes toward education. The introduction of the network will also bring into sharp focus issues of freedom of speech and network content. Implementing the NREN is part of engineering social change. Society must be ready to meet its challenges and define its responsibilities. (SLD)

ED 358 830 IR 016 111

Shaw, Malcolm, Ed.; Roper, Eric, Ed.
Quality in Education and Training. Aspects of Educational and Training Technology. Volume XXVI.
PUB DATE- 92
NOTE- 268p.; Proceedings of the Association for Educational and Training Technology's International Conference (1992).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software Development; Curriculum Development; Educational Assessment; *Educational Quality; *Educational Technology; Elementary Secondary Education; Instructional Design; Interactive Video; Organizational Change; Postsecondary Education; *Quality Control; Teaching Methods; *Technological Advancement; *Training
IDENTIFIERS- Association for Educational and Training Tech; Stakeholder Evaluation; Total Quality Management

The 38 conference papers in this volume were chosen to exemplify different definitions of, and approaches to, quality, as they are applied in a wide range of educational and training contexts. The papers are: "Designing Organisations That Learn" (D. J. Dicks); "Quality Assurance in a European Context" (D. Alexander, J. Morgan); "'What's in It for Me?'" (C. Hart, M. Shoolbred); "Quality and the Academic Administrator" (C. D. Payne); "Total Quality Management in an Education and Training Context" (B. Ellis); "Performance Management in a Competence Framework" (E. Sauve); "Quality in Further Education: An Unchanging Agenda" (D. Shepherdson); "Defining Quality in Higher Education" (A. Burrows, L. Harvey); "Total Quality Implementation--Cultural Issues and Training" (B. Hurley); "Developing the European Quality Model" (J. S. Oakland, L. J. Porter); 'Strategic Quality Management" (R. J. Newton); "Profits and Pitfalls in Establishing a Qualytechnic" (J. Heap, H. Solomon); "Student Satisfaction and Perceptions of Quality" (P. M. Mazelan and others); "Experiences in the Design and Conduct of Enterprise Audits" (D. Edgar); "Monitoring the Quality of Quality Control Systems" (H. I. Ellington, G. T. N. Ross); "Improving the Quality of a National Curriculum" (I. Musallam, M. Brophy, M. Schilling); "Developing Quality in Education" (R. J. D. Rutherford); "Quality in Course Design" (E. Roper); "Quality Horses for Quality Courses: Matching Students with Courses in Music" (L. Gibbs); "Recognising Quality in Engineering Education" (D. C. Hughes, R. G. S.

citizens. Following an introduction, the findings of the committee are presented in three sections: (1) Public Libraries in the United States; (2) Public Libraries in Massachusetts, including Massachusetts public library support and activity for fiscal years 1988-91, as well as interlibrary loans, reciprocal borrowing, and non-resident circulation; and (3) Conclusions and Recommendations. The first of two appendices contains tables showing total operating income, appropriated municipal income and total state grants as a percent of total operating income for fiscal years 1988 and 1991. The second appendix shows estimated non-resident circulation costs for Massachusetts cities and towns, for fiscal years 1988 and 1990. (ALF)

ED 358 849   IR 054 455

Tevebaugh-Kenwryck, Neil A.
Public Forum on Libraries: The People of New York Speak on Our Libraries. Public Report of the Assembly Standing Committee on Higher Education Sub-Committee on Libraries.
PUB DATE- Nov 92
NOTE- 529p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Archives; Futures (of Society); Hearings; Library Networks; Library Planning; Library Role; *Library Services; Outreach Programs; *Public Libraries; State Legislation; State Libraries; *State Programs
IDENTIFIERS- *New York

The purpose of this report is to present a public forum expressing the views of the people of New York and their thoughts on the role and needs of New York's Libraries. Exhibit One provides a brief overview of New York's libraries and the New York State Archives, and the roles which these systems play as part of the state's library systems. Transcripts of five public hearings throughout the state, in which both librarians and the general public were invited to give their views on the state's libraries, make up Exhibit Two. Exhibit Three presents a review of the activities of the Governor's Commission on Libraries in 1990 and the recommendations of the Governor's Conference on Library and Information Services and the White House Conference on Library and Information Services. Exhibit Four contains the text of library laws Chapter 917, 1990, Chapter 625, 1991 and Chapter 775, 1992. Additional documentation on New York's libraries is appended in Exhibit Five, including interviews and letters; a report on the Public Library Construction Aid Program; reports on adult literacy, public library outreach services, the creation of Special Library Districts, the Electronic Doorway Library, and the New York State Document Depository Program; the Action Plan of the Board of Regents for Library Systems toward the 21st Century; and a list of delegates to the various library conferences mentioned in the report. (ALF)

ED 358 850   IR 054 456

Overduin, Pierre G. J.
The Role of Children's Books in a Multi-Cultural Society.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st,

periodicals, an average of 73 per day. Of the 898 titles available, 644 were used at least once (72 percent) by students, faculty, or staff. Data show that academic discipline, date of publication, journal format, and accessibility of materials all had an effect on the extent of use that a given periodical received. It was also found that there was an inverse relationship between book and periodical use within academic disciplines. Three tables present study findings. (SLD)

ED 358 868 IR 054 594

Janlert, Gunilla
Getting To Know You: Fiction as a Tool To Create a World of Mutual Understanding and Respect.
PUB DATE- Jul 92
NOTE- 15p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 19-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Cultural Awareness; Elementary Education; Ethnic Groups; *Fiction; Foreign Countries; Futures (of Society); *Immigrants; *Library Role; Migration Patterns; Multicultural Education; Prevention; Racial Discrimination; *School Libraries; Social Problems; *Values Education
IDENTIFIERS- Examples; *Sweden

The world has not previously experienced migration to the extent that it does today, and the situation is likely to intensify in the future. Millions of people leave their homes because of war, persecution, and other disasters, or simply in search of work. Migration often creates problems in the receiving areas, and ignorance often engenders hatred toward newcomers. The school and the school library have big responsibilities in neutralizing this hatred. Examples are provided of how fiction can be used as a preventive measure in working with such problems. Fiction is one of the most effective means of making children understand what is happening and making them respect other cultures and religions. Fiction is often superior to fact because facts often become abstract, while fiction, since it is about "real" people, makes the problems questions of human beings. Examples of children's fiction that can be used to promote understanding are given, drawing on Swedish culture and children's literature. (Contains 17 references.) (SLD)

ED 358 869 IR 054 595

Public Library Standards for Kansas, Measurements of Quality. Revised.
PUB DATE- 92
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Evaluation Methods; Library Automation; Library Collections; Library Facilities; Library

*College Administration; College Faculty; *College Presidents; Community Colleges; Decision Making; Educational Change; Educational Innovation; Educational Trends; Futures (of Society); *Leadership; *Leadership Responsibility; Program Descriptions; Teacher Administrator Relationship; Teacher Student Relationship; Two Year Colleges; Two Year College Students

This document consists of a year's worth of abstracts of materials concerning issues of community college leadership. These abstracts are published bimonthly and distributed to the chief executive officer of every two-year college in the United States and Canada. Addressing a variety of topics of interest to community college administrators, this volume includes: (1) "The Trick to Being a Community College Chair," by Gary L. Filan; (2) "Meeting Increasing Demand Using Distance Education," by Judy C. Lever; (3) "Quality: A Business Prescription for Community and Technical Colleges," by Stanley J. Spanbauer; (4) "The Team as Hero: A Paradigm Shift in College Leadership," by Sandy Acebo; (5) "Preventing Problems in Board-President Relationships," by Gerald Bogen and Jerry Moskus; (6) "Improving Productivity in Higher Education--A Paradigm Shift Needed," by Carol A. Twigg and Don Doucette; (7) "Higher Education Finance in the 1990's: Hard Choices for Community Colleges," by Kay McClenney and James Mingle; (8) "Sound Financial Planning for Retirement: No Time To Waste for Any of Us," by J. William Wenrich; (9) "Curriculum, Culture, and Social Cohesion," by Ernest L. Boyer; and (10) "Shared Governance: Keys to a Successful Process," by Grace N. Mitchell, Ann B. Grant, and Marilyn Rossa. (MAB)

ED 358 886 JC 930 320

Schlack, Marilyn; And Others
Practicing Community Leadership: Partnerships Are the Key to Success.
PUB DATE- 93
NOTE- 68p.; A forum presented at the Annual National Convention of the American Association of Community Colleges (73rd, Portland, OR, April 28-May 1, 1993). For individual papers, see JC 930 321-324.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Community Colleges; Community Development; Consortia; Cooperative Programs; Corporate Support; Curriculum Development; Economic Development; Educational Needs; Facility Improvement; General Education; Global Approach; *Humanities Instruction; *Intercollegiate Cooperation; *Interdisciplinary Approach; Multicultural Education; *Partnerships in Education; Program Descriptions; *School Business Relationship; School Community Relationship; Second Language Instruction; Shared Resources and Services; Summer Programs; Two Year Colleges
IDENTIFIERS- *Kalamazoo Valley Community College MI

The papers in this collection describe partnership programs and projects involving Kalamazoo Valley Community College (KVCC) in Michigan. The first paper, "The Arcadia Commons Partnership: The Community College and Economic Redevelopment," by Marilyn Schlack, describes the Arcadia Commons, a business-education park in downtown Kalamazoo, developed through the combined efforts of KVCC, area business and financial institutions, and the Kalamazoo Public Museum. The Commons houses numerous

(120),Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Administrator Role; *College Second Language Programs; Communication Skills; Community Colleges; *Competency Based Education; Computer Assisted Instruction; *Cultural Awareness; Educational Technology; Global Approach; Program Administration; Program Descriptions; *Program Development; Second Language Instruction; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Richland College TX

In the context of the modern global society and economy, foreign language instruction is placing more emphasis on students' cross-cultural understanding and on using language to develop students' communication skills. These goals are evidenced by the current interest in Foreign Languages Across the Curriculum (FLAC) courses, which teach languages through content instruction in specific areas. FLAC courses are particularly relevant to two-year colleges since the teacher-student relationship is more personalized and there is generally a student-centered orientation. These courses can also help overcome the barriers to language instruction since they focus on content and make language classes relevant and functional. The success of the approach, however, depends upon institution-wide commitment and high-level administrative support. To make foreign languages a central component of the curriculum, Richland College (RC) in Dallas, Texas, founded the International Language Institute in 1990, offering language instruction in Spanish, French, German, Chinese, and Japanese. Encouraged by the highest levels of the administration, all RC language faculty underwent a year-long training program in proficiency-based teaching, and RC hosted a 2-week seminar in proficiency strategies for local high school language teachers. Other initiatives include the purchase of a state-of-the-art, computerized language lab and the implementation of a two-semester Business Spanish sequence based on a local needs assessment. Community college administrators are especially qualified to assume leadership positions with such innovative foreign language initiatives. (PAA)

ED 358 902   JC 930 337

The Five-Year Follow-Up Report: A Survey of 1986-1987 Graduates.
PUB DATE- Jun 93
NOTE- 19p.; For the survey of 1985-86 graduates, see ED 345 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Degrees (Academic); *Educational Attainment; Educational Status Comparison; Education Work Relationship; *Employment; Followup Studies; Graduate Surveys; Multicampus Colleges; *Outcomes of Education; Questionnaires; *Salaries; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Arrowhead Community College Region MN

In 1992, a survey was conducted of students who had graduated from the five colleges of the Arrowhead Community College Region (ACCR) during the 1986-87 academic year. Surveys were mailed to all 785 graduates, requesting information on their educational backgrounds, current employment, and assessment of their educational experience. Responses were received from 34% of the graduates (n=267), yielding the following results: (1) 37.8% of respondents had earned a bachelor's degree, while 1.9%

Education

This paper describes long-term intellectual and academic outcomes of the Carolina Abecedarian Project, a study of the effects of intensive early intervention for children of poverty-level families. Participants in the program were 59 girls and 52 boys nominated by local social welfare departments and prenatal clinics. At or prior to birth, children were assigned to either the Child Development Center Intervention group or the preschool control group. Before entry into kindergarten, children were assigned to either a school-age intervention group or to a school-age control group. This allowed a comparison of children who had eight years of intervention (five in preschool and three in early elementary school), five years of preschool intervention only, three years of school-age intervention only, or no educational intervention. A follow-up at age 12 showed that positive effects of preschool treatment on children's intellectual test performance and on academic tests of reading and mathematics were maintained into early adolescence. A second follow-up at age 15 revealed that academic performance was significantly enhanced in reading and mathematics for children who had intervention from infancy to age 5. Results suggest that childcare in high quality settings was associated with significantly enhanced academic performance through middle adolescence. (MM)

ED 358 920   PS 021 373

Sim, Ko Peng, Ed.; Kam, Ho Wah, Ed.
Growing Up in Singapore: The Pre-School Years.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 92
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Language; *Cognitive Development; Developing Nations; Foreign Countries; *Language Acquisition; Longitudinal Studies; Play; *Preschool Children; Preschool Education; Research Methodology; *Social Development
IDENTIFIERS- *Singapore

Derived from the first phase of a research study entitled "The Cognitive and Social Development of Pre-School Children in Singapore" (the IE-BvLF study), the essays in this collection focus on the language, numeracy, cognitive, and social development of approximately 3,000 Singapore children between 1983 and 1986. Following a prologue offering an example of a researcher-child dialogue, Ho Wah Kam in the Introduction to the book describes the theoretical underpinnings of the IE-BvLF study, traces changing perspectives on early language development, and reviews research on thought and language, bilingualism, and bilingualism and cognition. After summarizing the remaining chapters, Kam explains the cross-cultural perspective and value judgements embedded in the research. The remaining chapters are: (1) "Singapore Pre-schoolers: How Much Do We Know about Them?" (Sim Wong Kooi and Frances Lee Moi Fah); (2) "Children's Language: How Do Our Children Communicate?" (Frances Lee Moi Fah); (3) "Children's Thinking: How Do Our Children Make Sense of the World?" (Ko Peng Sim and Frances Lee Moi Fah); (4) "Children's Talk and Play: Do Our Children's Behaviours Reflect Their Parents and Homes?" (Frances Lee Moi Fah); and (5) "The Cognitive and Social Development of Pre-School Children in Singapore: What Have We Learned from the IE-BvLF Study?" (Ko Peng Sim). Appendixes

Validity; Predictor Variables; *Psychological Patterns; Psychological Studies; Toddlers; Urban Areas

Research has shown contradictory results on the relationship of infant attachment security to play and mastery behavior, at times predicting the cognitive quality of play and at other times predicting the affective quality of play. In order to test the hypotheses that, during play, attachment security would predict only positive affect, temperamental differences would predict negative affect, and maternal intelligence would predict the amount of symbolic representation, an investigation was conducted of 102 mother-toddler pairs from urban low-income families. Toddlers were 40% black and 60% male and were assessed with respect to free play and attachment security in visits at 12 months and again at 18 months. Additional evaluations were conducted of maternal teaching sensitivity at 12 months and the quality of the home environment at 15 months, while at 24 months mothers were tested to estimate their intelligence. Results of the study included the following: (1) toddlers with secure attachments showed more positive affect at 12 months, but there were no differences in positive affect observed at 18 months; (2) with respect to temperamental differences, low-reactive toddlers showed less negative affect during play and no differences in play level at 12 months only, while by 18 months they were playing less at low levels of non-symbolic play; and (3) the relation between maternal intelligence and symbolic representation depended on age and gender, with representation increasing with maternal intelligence for girls only. Six tables of findings are included. Contains 14 references. (AC)

ED 358 939 PS 021 462

Gonsalves, Joanna; Harkins, Debra

Moral Orientation and Expressions of Empathy in Children's Accounts of the Persian Gulf Conflict.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; Comparative Analysis; Elementary Education; Elementary School Students; Empathy; Interviews; *Moral Development; *Moral Values; Personality Theories; *Political Attitudes; Psychological Studies; *Sex Differences; Student Attitudes; *Value Judgment; War; Young Children

IDENTIFIERS- *Gulf War

Some researchers argue that males and females develop moral reasoning in the same manner, while others contend that males tend toward moral judgements based on the concept of "Justice" and women base their judgements on "Care." A third school argues that neither such cognitive elements as justice and care are as important as emotion, particularly empathy, in moral action. A study was conducted to determine whether there were any gender differences in children's moral orientation to political conflict and to examine the relationship between empathy and moral orientation. The study involved 30 males and 31 females from grades K, 2, 4, and 6 at an urban magnet school in Massachusetts. The children were interviewed about their understanding of events in the war in the Persian Gulf, their feelings toward the war, and their sources of information. Responses were coded to identify moral considerations as

Results of the survey include the following: (1) 94% of the respondents agreed that children's overall health was very important to school performance; (2) overall, teachers estimated that 12% of their students from the previous year had health problems hindering their academic performance, while teachers in urban areas reported 18%; (3) 64% of all respondents reported more children with health problems than in previous years, while 71% of rural teachers reported more health problems; (4) with respect to the barriers to adequate health care, 71% of the teachers cited the cost of care, 64% cited the lack of adequate insurance, and 57% cited the failure to understand the value of preventative care; (5) the most commonly cited possible actions to ensure adequate care included educating parents about issues and practices (29%), ensuring that schools provide services and available professionals (22%), and making health care affordable (21%); and (6) in terms of helpful practices, 97% of the teachers said they teach students about good health, and 87% reported that their schools provided nutritious meals. Tables of detailed findings and the survey instrument are appended. (AC)

ED 358 959 PS 021 487

Comer, James P.
James P. Comer, M.D., on the School Development Program: Making a Difference for Children.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Apr 93
NOTE- 28p.; Interviewers were Linda Darling-Hammond and Alexandra King.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Educational Change; *Educational Improvement; Educational Philosophy; Elementary Secondary Education; Interviews; *Organizational Development; Organizational Objectives; Program Descriptions; Program Development; *School Effectiveness
IDENTIFIERS- *Comer (James P)

One of a series of reports documenting efforts at educational restructuring nationwide, this paper focuses on the achievements and ideas of James Comer, founder and director of the School Development Program (SDP) of the Child Study Center at Yale University. The first part of the report presents remarks made by Dr. Comer on the history and philosophy of the SDP. The program was structured around a view of child development which takes into account that children are born helpless and grow via five critical developmental pathways: the socio-interactive, or how a child interacts with others; the psycho-emotional, concerning such factors as personal control; the moral; the linguistic; and the intellectual and cognitive. The motivation to learn grows out of the interrelationships among these areas, and children from marginal backgrounds may not perform or behave well in school due to different patterns of development. It was evident that schools try to control this different behavior, resulting in negative attachment and the eventual inability to influence the child positively. In an effort to change the school climate, the SDP formed a governance and management group consisting of nine components as follows: three mechanisms (a governance and management team, a mental health team, and a parents' program); three operations between the regional educational attainment levels and the potential for rural economic growth. Paper 2, "Investing in Government Public Services: Is it Necessary for Rural Development?" (Rodney L. Clouser), proposes specific investments by state, local, and federal governments for rural development. Paper 3, "The First Job Decision and the Probability of Off-Farm Work" (Judith I. Stallmann and James H. Nelson), reports the results of a survey related to first job decisions by farm operators and their probable consequences. The fourth paper, "Education and Economic Development in Rural Appalachia" (Thomas G. Johnson and David E. Broomhall), identifies factors that influence decisions made by high school students to obtain additional education, with a focus on the behavior of high school students in rural Appalachia. The final paper, "Human Capital, Transactions Costs and Farm Labor Supply and Demand: Some Implications for Rural Economic Development" (Stephan J. Goetz), presents an economic model of farmers' joint decision to obtain off-farm employment and to hire farm workers. This document contains numerous charts and graphs. (LP)

ED 358 978 RC 019 076

Johnson, Thomas G.; Broomhall, David E.
Education and Economic Development in Rural Appalachia.
PUB DATE- 92
NOTE- 12p.; In: Debertin, David L. Education, Off-Farm Employment and Rural Economic Development: Perspectives from States in the Southeast. Proceedings of a Rural Development Symposium at the Annual Meeting of the Southern Agricultural Economics Association (Lexington, KY, February 1992; see RC 019 073.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Attainment; *Educational Attitudes; *Education Work Relationship; Employment Opportunities; High Schools; *High School Students; *Human Capital; Parent Attitudes; *Rural Education; Rural to Urban Migration; Socioeconomic Background; *Student Attitudes; Values
IDENTIFIERS- *Appalachia (Central); Education Economy Relationship

Long-term underinvestment in education in central Appalachia has resulted in a work force that is not highly adaptable to employment in other areas besides coal-based industries. Employers who require skilled workers and who pay higher wages are discouraged from locating in the area by a less educated work force. This study identifies factors that influence high school students' decisions to obtain additional education. It also examines the system of incentives in Appalachia that might discourage students from performing well scholastically. Data were collected through group interviews with 744 high school seniors and 560 parents in 12 high schools in 4 rural school districts in Appalachia. The survey was also administered to high school dropouts of the same cohort and their parents. Participants expressed their attitudes about education, willingness to move away to get preferred jobs, and perceptions of local job opportunities. Multiple regression analysis found that students willing to move and perceiving local job opportunities to be scarce performed better at school. Also, students who placed a higher value on education performed better academically. (LP)

ED 358 979 RC 019 152

This paper links areas of research with implications for community prevention strategies aimed at high-risk children. Collaborative efforts to reduce the number of at-risk children in rural communities can be advanced by merging knowledge from the following areas: (1) the causal pathways leading to substance abuse and identification of risk factors and vulnerabilities in the community; (2) attributes (social competence, problem-solving skills, autonomy, and sense of purpose) that appear to protect seemingly at-risk children from developing problems, and environmental characteristics that nurture this resilience; (3) school-community relationships and the criteria for effective school-linked community services; (4) "bottom-up" efforts based on the community development principles of self-help, felt needs, and community participation; and (5) the character of the change process, common reasons that reforms fail, and the importance of linkage among the various aspects of the change process. Local change efforts, local interventions, local strategies, and local collaborative arrangements are the tools for nourishing protective factors in at-risk children in the family, school, and community. (SV)

ED 358 996 RC 019 169

Steinmiller, Georgine; Steinmiller, Robert
Youth Opportunities Unlimited: The Results of a Three Year Study.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; *Followup Studies; *High Risk Students; High Schools; High School Students; Residential Programs; *Summer Programs; Youth Programs
IDENTIFIERS- *Arkansas; *Youth Opportunities Unlimited (Dropout Prevention)

Youth Opportunities Unlimited is a summer residential program for Arkansas high school students at risk of dropping out of school. During 1989-91, 517 14- and 15-year-old students completed the program, which consisted of two academic classes, a job skills class, and paid employment during 60 days residence on a university campus. Additional support services included health and dental care, counseling, and recreation. A follow-up component involved regular monthly contact with each participant; exit interviews; interviews with family and counselor; data collection on grades, attendance, and graduation; and an annual retreat for all former participants. A personality questionnaire was completed before and after the program and at annual retreats. Maintenance of monthly contact was very successful, and in many cases, became a lifeline for students. The program lost contact with only 10 students. Of the 507 contacts maintained, 19 students graduated, 5 received GEDs, 456 are still in school, 2 died, and 25 are not in school. There were no significant changes in grades or attendance. Self-esteem and attitudes improved as a result of the program and remained positive over time. (SV)

ED 358 997 RC 019 170

Ellis, Gail Johnston
Rural Issues for Children and Families Affected by Epilepsy.

This document details migrant education program plans for the state of Arizona and local projects for the period from July 1993 to September 1994. An initial section describes a statewide needs assessment and seven resulting objectives concerning overage for grade students, academic achievement, graduation rates, student identification and recruitment, supplemental support services, the Migrant Student Record Transfer System, and parent involvement. With each objective are related activities and evaluation methods. The remainder of this section explains plans for statewide student evaluation and program improvement, identification and recruitment of eligible students, location of planned projects, services to private school children, coordination with other programs and other states, parental participation, fiscal and administrative requirements, and the use of funds. The program plan for local projects outlines compliance provisions, proper use of funds, size, scope and quality of programs, parental involvement, coordination of services and instruction, and complaint resolution. Maps show the location of agricultural activities, migrant cluster groups, and planned project sites. The final section contains data tables showing projected enrollment and the budget summary, a budget narrative, and signed assurances and certification. (KS)

ED 359 014 RC 019 217

Native Education Directory: Organizations and Resources for Educators of Native Peoples of the United States and Territories.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; *Educational Resources; Elementary Secondary Education; *Federal Programs; Foreign Countries; Higher Education; *Indigenous Populations; *Organizations (Groups); Postsecondary Education; Program Descriptions

This directory lists over 400 organizations and resources related to American Indian education and the education of Native peoples in Alaska, Hawaii, the American territories, Canada, and other nations. Entries are categorized as: (1) international associations of indigenous peoples; (2) national associations, organizations, clearinghouses, and centers; (3) U.S. Department of Interior, Bureau of Indian Affairs, including education line offices serving local schools, communities, and tribes, and national programs of the Office of Indian Education; (4) United States Department of Education, including Indian Education Technical Assistance Centers, administrative offices of various national Indian education programs, Desegregation Assistance Centers, Multifunctional Resource Centers, Regional Educational Laboratories, and Resource Centers for Drug-Free Schools; (5) other federal agencies, including regional Head Start offices and the Bureau of the Census; (6) congressional committees; (7) periodicals; (8) government and private agencies and organizations in the states and territories; and (9) postsecondary institutions and related organizations. Each entry includes the name and address of the organization or resource, contact person, and a brief

IDENTIFIERS- *California; *California Science Framework; Science Process Skills

This course of study is aligned with the California State Science Framework and provides students the chemistry content needed to become scientifically literate and prepared for post-secondary science education. The course of study is divided into four sections. The first section provides an overview of the course and includes a course description, representative objectives, a time line, and the sequence of instructional units. The second section presents the course's 15 instructional units and enumerates the required concepts and skills to be taught. Topics covered by the units are: (1) skills and concepts required by the course; (2) atomic structure; (3) the concept of mole; (4) electrons and periodicity; (5) chemical bonding; (6) gases; (7) liquids and phase change; (8) solids; (9) solutions; (10) chemical kinetics; (11) equilibrium; (12) solubility equilibrium; (13) electrochemistry; (14) thermochemistry and thermodynamics; and (15) nuclear chemistry. The third section on lesson planning discusses various teaching strategies that foster scientific ways of thinking and encourage student creativity and curiosity. Seventeen sample lesson plans identifying specific objectives, instructional activities, practice formats, individual learner differences, and evaluation methods are provided. The fourth section contains two appendices: a list of 28 resources and a list of the standards for Physical Science from the "Model Curriculum Standards, Grades Nine through Twelve." (MDH)

ED 359 031 SE 053 286

O'Neil, John, Ed.

Science Education: Schools Pushed To Broaden Access, Overhaul Practice.

PUB DATE- Sep 92

NOTE- 9p.; "ASCD Curriculum Update" is published four times per year as a supplement to "ASCD Update" newsletter. Photographs will not copy well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Educational Change; Educational Quality; Elementary Secondary Education; Equal Education; Evaluation Methods; Improvement Programs; Instructional Improvement; Instructional Innovation; Models; Science Curriculum; *Science Education; *Science Instruction; Scientific Literacy; Teaching Methods

IDENTIFIERS- American Association for Advancement of Science; National Science Standards (NRC); National Science Teachers Association; Project 2061 (AAAS); Scope Sequence and Coordination

This newsletter issue focuses on the issue of recommended instructional and curriculum changes that are part of the current reforms in science education. The issue is composed of four articles. The first article, "Science Education: Schools Pushed To Broaden Access, Overhaul Practice," discusses the call for a science curriculum that prepares scientists and graduates to be functional members of society. The second article, "NSTA Plan Presses Science for all Students, Every Year," discusses the National Science Teacher Association's Scope, Sequence, and Coordination program that seeks to change the present modes of organizing and teaching science content. The third article, "Project 2061: Mapping the Long Path to Science Reform," examines the phases of change, proposed curriculum models, and some results of Project 2061, the reform effort of the American Association for the Advancement of

The National Council of Teachers of Mathematics' (NCTM) "Curriculum and Evaluation Standards" recommends that mathematical connections be made between mathematics and other disciplines. This book presents 35 activities for middle school students that integrate the teaching of mathematical concepts with environmental concepts. An introduction discusses the need for mathematical connections and provides the rationale for utilizing environmental studies as a context from which to learn mathematics. Each activity provides a reference for its source, the NCTM standards for middle school mathematics addressed by the activity, student objectives, background information, materials needed, procedures, methods for closure, and evaluation suggestions. The activities are grouped according to the following environmental concepts: (1) energy and natural resources; (2) plants and animals; (3) population description and growth; (4) solid waste disposal; (5) transportation; (6) water resources; and (7) weather and air. An index classifies the activities according to the NCTM Standards for grades 5-8. The eight curriculum standards addressed are: computation and estimation; patterns and function; algebra; statistics; probability; geometry; measurement; and number and number relationships. General standards addressed by the activities are problem solving, mathematical connections, reasoning, and mathematical communication. A summary discusses how the activities were chosen and encourages teachers to let students expand the context of the activities themselves by making the activities more relevant to local issues. (MDH)

ED 359 053 SE 053 498

Forschauer, Linda, Comp.
Teaching Elementary Science With Toys. CESI Sourcebook VII.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Energy; Instructional Materials; Inventions; Magnets; Manipulative Materials; *Physical Sciences; *Science Activities; *Science Education; Science Instruction; *Scientific Concepts; *Toys
IDENTIFIERS- Balloons; Balls; Council for Elementary Science International; Hands On Science; Rockets; Science Process Skills

By playing with toys, children sometimes wonder how and why toys do what they do. At the moment of curiosity, interest can be captured and thinking can be influenced. This is a good time to focus on natural phenomena, provoke imagination, and promote scientific thinking. This book presents 53 classroom-tested activities to teach science with toys. Each activity has two components: (1) the science content to be understood; and (2) the "sciencing" of the activity--children doing, recording, expressing ideas, verifying ideas, participating in further investigations, working with others, etc. The activities in the book contain the following information: Focus, Challenge, Materials, Resources, Safety Note, Advance Preparation, Time, Procedure, Further Challenges, and References. This book also contains a bibliography of books for teachers and tips for

Mathematics Instruction; Models; National Programs; *Science Education; Science Instruction; State Programs; Telecommunications
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program; Education Commission of the States; *Eisenhower National Clearinghouse; Federal Role; NCTM Curriculum and Evaluation Standards

The Dwight D. Eisenhower Program for Mathematics and Science Education of the U.S. Department of Education provided a forum in which state and federal representatives could develop strategies to support the implementation of recently developed mathematics and science education standards. This conference report describes the presentations and discussions that took place during the conference sessions. Reports addressed the following topics: (1) the need for standards to ensure quality and equality in education; (2) the science standards for curriculum, teaching, and assessment; (3) the educational goals of the Federal Coordinating Council for Science, Engineering, and Technology; (4) assessment models from mathematics; (5) collaborative work for systemic change with the Education Commission of the States; (6) Eisenhower initiative including the Eisenhower National Clearinghouse, the Eisenhower Consortia, Eisenhower state programs, IKElinks, and coordinator training; (7) methods of implementing systemic change; (8) future federal legislation; and (9) a brief history of the Eisenhower program. Separate inserts include a list of conference participants' names and addresses and a list of names and phone numbers for Eisenhower State Grant program coordinators. (MDH)

ED 359 073 SE 053 691

Cornu, Bernard, Ed.; Ralston, Anthony, Ed.
The Influence of Computers and Informatics on Mathematics and Its Teaching. Science and Technology Education Series, 44.
PUB DATE- Oct 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Algorithms; Calculators; Calculus; Computer Assisted Instruction; Computer Science Education; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Microcomputers; Preservice Teacher Education
IDENTIFIERS- Computer Algebra; Discrete Mathematics; Graphing Utilities; Representations (Mathematics)

In 1985 the International Commission on Mathematical Instruction (ICMI) published the first edition of a book of studies on the topic of the influence of computers on mathematics and the teaching of mathematics. This document is an updated version of that book and includes five articles from the 1985 ICMI conference at Strasbourg, France; reports by the leaders of three workshops held at that meeting; and four new articles on topics related to mathematics instruction using technology. The articles are: (1) "Overview" (H. Burkhardt and R. Fraser); (2)"The Effect of Computers on Mathematics" (R. F. Churchhouse); (3) "The Impact of Computers and Computer Science on the Mathematics Curriculum" (A. Ralston); (4) "Computers as an Aid to Teaching and Learning Mathematics" (B. Cornu); (5) "Living with a New Mathematical Species" (L. A. Steen); (6) "What are Algorithms? What is Algorithmics?" (S. B. Maurer); (7) "On the Mathematical Basis of Computer Science" (J. Stern);

behaviors as measured by the Florida Performance Measurements System (FPMS), a research-based system for the evaluation of generic teacher behaviors and a Music Behavior Observation Form (MBOF), an investigator-devised form designed to assist in the assessment of typical musical behaviors required of teachers in elementary music classrooms. A total of 19 teachers and 1681 third grade students took part in the study, which took place in the elementary schools of a large west-central Florida county over the 1988-89 academic year. Student data collected included music achievement, pre- and post-instruction scores generated from a standardized county music assessment, music aptitude scores from the Gordon Primary Measure of Music Audiation, academic achievement assessments taken from CTBS (Comprehensive Tests of Basic Skills) scores in mathematics, reading and language and classification of students by socio-economic level, gender, gifted/SLD characteristics and ethnicity. Teachers were assessed over two 30-minute lessons by teams of trained observers using the FPMS and MBOF observation forms. Residualized achievement gain scores controlling for student characteristics were correlated with total scores and subscores on the FPMS and mean scores on the subtests and total MBOF. Analyses of the data revealed strong relationships between the teacher evaluation instruments. No significant relationships were found between teacher characteristics and residualized student achievement scores. Regression analyses showed that student achievement posttest scores could be predicted most effectively on the basis on pretest scores, rhythmic aptitude scores, and reading and mathematics achievement. Among the recommendations for further study were the need to expand the items that are contained on music achievement tests to more completely sample the diversity of learning that occurs in an elementary music classroom. (Author)

ED 359 096 SO 022 805

Wolfe, David E.
Effect of a Visual Prompt on Changes in Antecedents and Consequents of Teaching Behavior.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Educational Research; *Music Education; *Music Teachers; Music Therapy; *Teacher Behavior

The purpose of this study was to examine the use of a visual prompt placed within an actual music teaching situation to effect changes in the frequency of teacher antecedents (spoken questions and statements), the quality of those antecedents (appropriate and inappropriate questions), and the frequency of teacher consequents (spoken approvals). Undergraduate music therapy students participated as teachers in providing music instruction on the guitar, recorder, or keyboard to small groups of handicapped children. The music instruction occurred on a weekly basis for a six-week period of time within instructional groups comprised of from three to six participants. The student instructors were assigned randomly to one of two groups, and its corresponding experimental conditions: Group I = A (Baseline) B (Antecedent Prompt) C (Consequent Prompt) A (Baseline) D (Both Prompts); Group II = A (Baseline) C (Consequent Prompt) B (Antecedent Prompt) D (Both Prompts) A (Baseline). This behavioral design was used to

Constitutionalism in Education for Democracy: The Continuing Relevance of Arguments on Constitutional Government of the American Founding Era.
PUB DATE- Mar 93
NOTE- 26p.; Paper presented at the Mershon Center Conference on Education for Democracy (Columbus, OH, March 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Democratic Values; Political Science; Secondary Education; *Teaching Methods; *United States History
IDENTIFIERS- *United States Constitution

This paper contends that the issues of constitutional government debated during the founding of the United States should be in the core curriculum of any school that seeks to educate students to become responsible citizens of a constitutional democracy. For purposes of teaching students, the issues debated by founding-era political thinkers can be formulated around three central, interconnected paradoxes: (1) how to achieve liberty with order, (2) how to have majority rule with minority rights, and (3) how to secure the public good and the private rights of individuals. Those documents that exemplify the founding-era consensus and controversy about constitutionalism are identified. These documents include The Declaration of Independence, the Pennsylvania Constitution of 1776, the Massachusetts Constitution of 1780, and many of the papers from the debate between the Federalists and the Anti-Federalists. All of these documents are suggested for student study and research. Finally, three imperatives of teaching and learning about American Constitutionalism are identified and discussed. These imperatives are: (1) systematic teaching of the ideas and issues of the founding-era dialogue and debate on constitutionalism; (2) intellectually active learning by inquiring students; and (3) ongoing inquiry about ideas and issues in an open classroom climate. Contains 48 references. (DB)

ED 359 119 SO 022 998

Tsunoda, Elizabeth P.; And Others
Lesson Plans for a Secondary Level Unit on Japan To Accompany "Contemporary Japan: A Teaching Workbook."
SPONS. AGENCY- Department of Education, Washington, DC.; United States-Japan Foundation.
PUB DATE- 89
NOTE- 78p.; For "Contemporary Japan: A Teaching Workbook," see ED 332 932; for other related documents, see ED 332 937-939 and ED 332 934-944.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Foreign Culture; *Instructional Materials; Secondary Education; Social Studies
IDENTIFIERS- *Japan

These 30 lesson plans were designed to accompany "Contemporary Japan: A Teaching Workbook", a collection of class activities, primary source selections, student readings, and role-play exercises. The lesson plans are based primarily on materials in the workbook, although materials from other sources also are recommended. Some of the lesson titles are: Geography: The classroom aides, initiated at California State University Dominguez Hills in 1987. The program works in collaboration with seven school districts to provide paraprofessionals with the financial, academic, and personal support they need to continue part-time employment as classroom aides and to complete their undergraduate degrees and elementary teaching credentials. Aides selected for the program receive pre-university basic skills preparation for two semesters, followed by a 1-year academic program of college-level mathematics and English courses. Participants are then integrated into the Liberal Studies undergraduate degree program; they complete the California Basic Educational Skills test, and are finally hired by a participating school district with an Internship Teaching Credential which allows them to teach full-time and simultaneously enroll in a 3-semester post-baccalaureate credential program. This report outlines critical factors for a successful program and lists similar programs at other universities. Appendices, which comprise the major part of the document, contain administrative materials related to the program, including form letters, program evaluation data, and a program evaluation questionnaire. (JDD)

ED 359 142 SP 034 424

Harris, Louis
Recruiting New Teachers: Campaign Response 1988-1992. Executive Summary.
SPONS. AGENCY- Recruiting New Teachers, Inc., Belmont, MA.
PUB DATE- Feb 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Education Majors; Elementary Secondary Education; Higher Education; *Minority Groups; National Surveys; *Program Effectiveness; Publicity; *Public Relations; Student Attitudes; Teacher Attitudes; *Teacher Recruitment
IDENTIFIERS- *Recruiting New Teachers Inc

This study evaluated the impact of a public service advertising campaign conducted for Recruiting New Teachers, Inc (RNT). The study surveyed a national sample of 2,750 individuals who called the RNT toll-free number mentioned in public service advertising and returned information about their educational background and teaching interests. The campaign seemed to attract a higher proportion of women and minorities in its later phases compared to its initial phases. A total of 29 percent of the respondents were minorities. Three-quarters of respondents said that the RNT advertisements excited them about teaching. Most respondents were drawn to teaching because of intrinsically driven motivations. Eighty-four percent of respondents reported feeling motivated to pursue the course of becoming teachers. Response to the RNT campaign was analyzed in terms of percentages of respondents who have become employed as teachers, have been accepted into teacher education institutions, have applied to teacher education institutions, and other categories. The study also analyzed respondents' contacts with state or local departments of education and teacher education institutions; attitudes toward the teacher education process; experience with teacher placement; experience on the job; attitudes toward hiring minority teachers; preferences about specific teaching assignments; salary expectations; and tenure. (JDD)

ED 359 143 SP 034 425

use by professional educators within a private tutoring environment, has been tailored for use in grades 7-12 heterogeneous classrooms with students in need of specific and strategic learning ability instruction. This guide contains such materials as a historical background of contemporary directions, general course and section outlines, instructional probe guides, evaluative quizzes, and an index of overhead projection supplements. (LL)

ED 359 162 SP 034 600

Marlett, Dana M.
Causes of Anxiety for Transfer Students: Implications for Teachers.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anxiety; Educational Research; Elementary School Students; *Emotional Response; Intermediate Grades; Junior High Schools; Junior High School Students; Parent Role; Peer Acceptance; School Orientation; *Student Adjustment; *Student Needs; Student Problems; Student Reaction; *Teacher Role; *Transfer Students

The purpose of this study is to find out from transfer students exactly what they are afraid of or nervous about when they start over in a new school and examines the implications these anxieties may have for teachers. During the transition, transfer students often suffer social, academic, and emotional distress which can impede their adjustment process and integration into the new classroom. With the support of parents, teachers can facilitate the adaptation process by anticipating anxieties that new students may experience and addressing these concerns before they become a hindrance. In order to identify possible anxieties of transfer students, 30 males and females, grades 4-7, of various races and socioeconomic backgrounds completed surveys which asked them to explain what they worried about during the switch to a new school. The findings showed that peer relations was the main concern followed by teachers and faculty, academics, and school layout. The underlying theme in their responses was an overwhelming sense of uncertainty which teachers can lay to rest with integration techniques such as a buddy system, parent/teacher or student/teacher conferences, school tours, and other welcoming activities. A New Student Survey is appended. (LL)

ED 359 163 SP 034 603

Abebe, Solomon; Sands, Brenda F.
Testing and Instruction: Partners in Educational Excellence.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Context Effect; *Cultural Awareness; *Cultural Pluralism; Curriculum Enrichment; Educational Strategies; Elementary Secondary Education; Global Approach; Measures (Individuals); Minority Groups; Multicultural Education; Relevance (Education); *Student Evaluation; *Teaching Methods;

Language Instruction; *Teacher Education; *Teacher Education Curriculum; Teacher Student Relationship; *Teaching Methods; Technical Assistance; Testing; Videotape Recordings
IDENTIFIERS- Hong Kong; Malaysia; Somalia; Sri Lanka; Tunisia; United Kingdom

Proceedings of a seminar on instructional methodology in training programs for English-as-a-Second-Language teachers are presented in the form of papers, presentations, case study reports, and summary narrative. They include: "Debate on Appropriate Methodology" (Roger Bowers, Henry Widdowson); "Report Back on 1985 Case Study" (Kathryn Board); "How the Curricular Context May Shape Language Teaching Methodology" (Hugh Hawes); "The Use of Video Materials in Appropriate Methodology" (Brian Hill); "The Appropriate Place and Use of Audio Materials" (Bob Marsden); panel discussion on appropriate methodology (Tim Johns, David Cobb, Mike Beaumont); "Computer Assisted Language Learning" (Tim Johns); "Student Reports on Use of Language in UK/Language Learning" (Alan Tonkyn); "Testing Students' Competence" (Charles Alderson); "The English Language as Aid" (Roger Iredale); "Institutions and Their Involvement in Appropriate Methodology" (Terry Gerighty); case study reports on materials writing (Somalia), English and computer science (Tunisia), primary in-service training (Malaysia), setting up a project (Sri Lanka), and syllabus reform (Hong Kong); and special interest group reports on teaching large classes, pre-departure briefing, and interaction in front of the computer. (MSE)

ED 358 709 FL 021 252

Boyle, Helen, Ed.
ELT and Development: The Place of English Language Teaching in Aid Programmes. Report on the Dunford Seminar (England, United Kingdom, August 10-20, 1987).
PUB DATE- 88
NOTE- 189p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Curriculum Design; Curriculum Development; Developing Nations; Elementary Secondary Education; *English (Second Language); Foreign Countries; Government Role; Higher Education; Institutional Cooperation; International Cooperation; *Language Role; *Program Administration; Program Evaluation; Second Language Instruction; *Second Language Programs; Student Evaluation; *Technical Assistance; Textbooks
IDENTIFIERS- Africa (West); British Council; Kenya; Oman; *United Kingdom; Yemen

Proceedings of a seminar on the role of English language teaching (ELT) in British technical assistance projects are presented in the form of session and case study narrative summaries. They include descriptions of sessions on the development of ELT projects; a presentation on a project in Oman using a recommended format; a case study simulation using that format; actual case studies for Ghana, Indonesia, Mali, Tanzania, and Yemen; discussions of professional issues, including the role of language in the general curriculum, the nature of evaluation to indicate achievement, project monitoring and evaluation, a Yemen textbook project evaluation, English as an international language, use of genre to teach English for special purposes; and language across the curriculum. Finally there are reports on additional topics and projects, including computer formulae. These formulae are extracted holistically from the input and memorized by rote. Learners can learn to use expressions that are far beyond their current knowledge of syntax and vocabulary, by guessing their meaning from the contextual cues. The formulae that learners use therefore usually sound more fluent and linguistically advanced than their creative speech (i.e. utterances they generate using syntactic rules). A major dispute over the role of formulaic utterances in the 1970s was whether they led to creative language or they were a dead-end. This paper argues that formulaic utterances remain as units or "chunks" in the learner's lexicon, even after their syntactic structure becomes apparent to the learner, as long as they serve some purpose in economizing processing energy in sentence production. That is, the lack of syntactic analysis is not a defining character of such formulae. Data from various research is used to support the argument and demonstrate how it can explain some second language acquisition phenomena better than extant theories that have been widely used to explain them. Theoretical implications are then explored. (VWL)

ED 358 732 FL 021 299

Kubo, Miori
Are Subject Small Clauses Really Small Clauses?
PUB DATE- 93
NOTE- 25p.; For the complete volume, see FL 021 293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Linguistic Theory; *Nouns; *Phrase Structure; *Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- Anaphora; *Clauses

This paper discusses the ongoing debate over small clauses concerning the structure of the verb phrase in "I consider Bill smart." It is demonstrated that the subject constituent in question is not a small clause, but a Noun Phrase (NP), following Noun (N). It is shown that some peculiar phenomena under the small clause analysis are natural consequences of the NP analysis. Starting from the adjectival type, it is shown that all the possible subject small clauses share syntactic and distributional characteristics with noun phrases, rather than other kinds of small clauses. On the basis of the interesting paradigms of bound variable anaphora, disjoint reference, and negative polarity, the adjunction structure is proposed for the subject small clauses. The analysis presented shows hat the hierarchical structure is different between an NP with attributive interpretation and one with clausal interpretation. (VWL)

ED 358 733 FL 021 300

Miyata, Hiroko
The Performance of the Japanese Case Particles in Children's Speech: With Special Reference to "Ga" and "O."
PUB DATE- 93
NOTE- 22p.; For the complete volume, see FL 021 293. Paper based on a Master's Thesis, Osaka University, Japan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Case (Grammar); *Child Language; Foreign Countries;

state of the art in the development of community-based medical educational programs. Papers are grouped into the following topical areas: (1) community-oriented education, (2) evaluation, (3) innovation and change, (4) problem-based learning, (5) administration of education, and (6) medical education worldwide. Specific topics of papers include: demonstration programs, models, community based health programs, rural community programs, evaluation of innovative programs, evaluation models, outcomes evaluation, evaluation of problem based medical education, evaluation of tutor effectiveness, lecturer evaluation, the use of evaluation to effect program change, materials for problem based learning, use of standardized patients, admission to medical education, the World Federation for Medical Education, the World Health Organization's agenda for changing medical education, and research in medical and health professional education. Countries represented include the Sudan, Nigeria, the United States, Senegal, Canada, Australia, the Netherlands, Bulgaria, New Zealand, the United Kingdom, Indonesia, and Sweden. A bibliography lists 48 recent books, 19 journals and newsletters, and 53 abstracts of recent papers addressing: administration, assessment, community-oriented and general practice, educational methods, evaluation, problem-based learning, problem solving, skills training, students' learning, research, and teaching. Institutional members of the Network of Community-Oriented Educational Institutions for Health Sciences and members of the Network's executive committee are listed, and the Network's aims and objectives are outlined. (DB)

ED 358 753 HE 026 301

Marshall, Will; Berg, Joel
National Service and Student Aid: Myth and Reality.
PUB DATE- 19 Sep 89
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Educational Trends; Equal Education; Federal Legislation; *Federal Programs; Government Role; Higher Education; *Policy Formation; Post Secondary Education; Public Policy; *Student Financial Aid; Volunteers
IDENTIFIERS- *National Service

This report examines the claims surrounding proposals to link student financial aid for postsecondary education with national service. As a background to the issue the paper looks at the Citizenship and National Service Act, introduced in January 1989 by Senators Sam Nunn and Charles Robb and Representative Dave McCurdy. The Nunn-McCurdy plan, as it is called, proposes a new "Citizen Corps" that would offer young volunteers the opportunity to work full-time in either a civilian or military capacity for up to 2 years after which they would receive vouchers worth substantial aid for education, vocational training, or a down payment on a first home. The idea of making service a prerequisite for aid has been highly controversial, and this report aims to further the debate by documenting the diminishing effectiveness of federal student aid and exploring five common "myths" about the likely impact of converting existing subsidies into benefits earned through voluntary national service. The report concludes that the nation's federal student aid programs are increasingly unequal to the challenge of assuring equal opportunity in higher education. Though not a panacea, voluntary national service would be a

Jones, Elizabeth A.; Melander, Lynn
Speech Communication Skills for College Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Students; Communication (Thought Transfer); *Communication Research; *Communication Skills; *Critical Thinking; *Diffusion (Communication); Higher Education; Intercultural Communication; Interpersonal Communication; Listening; Nonverbal Communication; *Verbal Communication

This paper defines communication assessment in terms of the four characteristics of communication identified by John Daly, which propose that: (1) communication is interactive and dialogic; (2) communication occurs in real time; (3) communication is inherently contextual; and (4) communication is personal as well as social. The paper then examines the literature concerning the skills involved in communication assessment. The review of the literature on communication assessment is organized into the following categories: adaptability, interpersonal communication, intercultural communication, communication performance (including nonverbal communication), language use, critical thinking skills, and listening skills. The review suggests that: (1) communication goes beyond the use of simple skills to involve sensitivity to the situation and adaptability to changing behaviors and goals; (2) effective communicators must convey a sense of social comfort and maintain a relaxed environment; (3) effective communicators are sensitive to the impact of proximity and body language; (4) critical thinking skills play a dominant role in effective communication because of the speaker's need to constantly adapt to and evaluate the communication context; and (5) listening skills are closely related to critical thinking in communication because listening requires that the interactants understand the words and phrases used and be able to concentrate on and effectively evaluate messages. Contains 83 references. (GLR)

ED 358 774 HE 026 502

Jones, Elizabeth A.; Tibbetts, Stacy
Writing Skills for College Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Ability; *Cohesion (Written Composition); *College Students; Communication (Thought Transfer); Data Collection; Higher Education; Research Reports; Writing (Composition); *Writing Processes; *Writing Skills; *Writing Strategies

This paper reviews studies concerning writing skills at the college level. These skills are examined within discussions concerning cognitive abilities, features of the written product, the various aspects involved in the writing process, and the mastery of specific genres and forms. It is observed that some studies draw their information from tape-recorded statements made by writers while they were writing, or the use

NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Athletics; Donors; Educational Finance; Financial Exigency; *Fund Raising; Grantsmanship; Higher Education; Private Financial Support; *Program Development; Retrenchment
IDENTIFIERS- *Athletic Administration; Athletic Departments

In light of the current period of higher education financial retrenchment, a model for athletic program fund raising is proposed. It is stressed that any program must respond to individual donor needs through open lines of communication that link the act of giving to some aspect, belief, or feeling of the donor. Fund raisers are seen as typically committed to either an institution as a whole or a spirit of philanthropy. Athletic directors preparing a fund raising program are urged to follow the following guidelines: (1) seek assistance and information from the institution's development office or foundation in the form of donor data, information data bases, software, and support services; (2) assess the culture and climate of and for giving; (3)identify principal volunteers and key staff members; (4) choose a structure that encourages regular contributions; (5) establish lines of communication which reach a broad spectrum of constituencies; and (6) establish follow-up procedures to all contributions. This model is specifically grounded in multi-dynamic communications which express the need for athletics to various groups and also concentrates on the transfer of relevant information used in decision making related to giving. (Contains 16 references.) (JB)

ED 358 794 HE 026 525

Mayer, Milton
Robert Maynard Hutchins: A Memoir.
PUB DATE- 93
NOTE- 540p.; Edited by John H. Hicks, with foreword by Studs Terkel.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Administrator Role; Biographies; *College Presidents; Educational Change; *Educational History; Exceptional Persons; Higher Education; Intellectual History; Modern History; United States History
IDENTIFIERS- Center for the Study of Democratic Institutions CA; *Hutchins (Robert); McCarthyism; *University of Chicago IL; Yale University CT

This biography reviews the life of Robert Maynard Hutchins, a leader in higher education in the 20th century, by a long-time friend and colleague. The biography first follows Hutchins' story from his origins as a preacher's son in rural Ohio to Oberlin College, through early success at the Yale Law school where he reformed legal education and influenced the practice of law. Most of the book is about his long tenure as president of the University of Chicago which encompassed university educational reform, establishment of the "Great Books" curriculum and a national Great Books enthusiasm, the McCarthy hearings on communists, World War II, and the development of the atomic bomb. The book then documents Hutchins' activities following the war which emphasized working for peace and social change and a world community. Later in life he settled in Santa institutional goals for internationalization and multiculturalism. University administrators can support these training and assessment efforts by developing clearly defined and fair policies involving ITA training and assessment and enforcing them, providing stable and adequate program funding, and supporting scholarships focusing on the issues raised by ITA assessment and training. (GLR)

ED 358 813 IR 015 996

Lucero, Jesus Ricardo; And Others
Distance Learning Funding Sources.
SPONS. AGENCY- Center for Rural Pennsylvania, Harrisburg.
PUB DATE- 22 Jun 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cable Television; Community Resources; Consultation Programs; *Distance Education; Elementary Secondary Education; Endowment Funds; Federal Aid; Federal Programs; *Financial Support; Foundation Programs; Grants; Higher Education; Public Agencies; Resource Materials; *Resources; State Aid; Telephone Communications Industry
IDENTIFIERS- Pennsylvania

This resource guide provides an annotated listing of funding sources for distance learning projects in the following categories: (1) corporate foundations (16 sources); (2) cable television programming sources (12 sources); (3) U.S. Department of Education funding, including Educational Development and Research Centers, Partnership Programs, Technology Funding, School Improvement Programs, Satellite Funding, and other program funding; (4) federal agencies, including the National Science Foundation, National Telecommunication and Information Administration, National Aeronautics and Space Administration, National Endowment for the Humanities, and National Endowment for the Arts; (5) telephone companies and foundations (3 sources); (6) consultant services (4 sources); (7) funding source books (7 sources); (8) resources to help grant writers develop winning proposals (6 sources); and (9) periodical literature, including 66 titles that address general issues related to distance learning projects, funding sources, rural education, television, and video. (ALF)

ED 358 814 IR 015 997

Lucero, Jesus Ricardo; And Others
Distance Learning Programming.
SPONS. AGENCY- Center for Rural Pennsylvania, Harrisburg.
PUB DATE- 12 Aug 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Instruction; Cable Television; Communications Satellites; Computer Software; *Distance Education; Elementary Secondary Education; Information Networks; Online Searching; Postsecondary Education; *Programing (Broadcast); Public Television; Resource Materials; Videotape Recordings
IDENTIFIERS- *Pennsylvania

Matthew); "Exploring Learners' Perceptions of Quality" (D. Miller, P. Funnell); "Concept Mapping, Post-Questioning and Feedback in Distance Education" (R. M. Bernard, S. Naidu, K. Lundgre-Cayrol); "Comparing Chalk and Cheese--Quality in Assessing Work-Based Learning" (C. Bucklow); "Using Learning Contracts To Enhance the Quality of Work-Based Learning" (I. S. Marshall, M. L. Mill); "Quality of Assessment" (P. Race); "BS5750 for Assessment" (P. Race); "Eating Frogs and Bridging Gaps--Post-Warnock Conditions for Teaching Quality" (C. Colling); "Teaching Quality" (D. Jones, J. Hanson); "Upward Appraisal and Its Implications for Higher Education" (G. McElwee and others); "A Total Quality Approach to Managing CBT Development" (S. G. Shaw, D. R. Shaw); "Towards Quality Management in Training Design" (M. Williams, G. Carr); "Achieving Quality in Networking Interactive Video" (P. Willis, J. Early); "Quality in Modernising Educational Technology" (D. Hawkridge); "Trends and Issues in Educational Technology" (D. P. Ely); "Training Quality and New Technology" (A. R. Bartolome); "Connecting Lectures and Laboratory Learning with CAI" (Y. Araki); "Graphical Routes to Quality Courseware" (P. Barker, C. Lamont); and "Enhancing the Quality of Student-Centered Mathematics" (D. Bowers, R. Burrell). Most of the papers include references. (MES)

ED 358 831   IR 016 112

Rickman, Jon T.; Hubbard, Dean L.
The Electronic Campus: A Case History of the First Comprehensive High-Access Academic Computing Network at a Public University.
PUB DATE- 92
NOTE- 114p.; Photographs will not copy adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Case Studies; College Students; *Computer Networks; Computer Software; Computer System Design; Databases; Educational Technology; Electronic Mail; Higher Education; *Information Networks; Management Information Systems; Microcomputers; *Online Systems; Public Colleges; Time Sharing
IDENTIFIERS- *Campus Wide Information Systems; *Electronic Universities; Northwest Missouri State University; VAX Computers

The Electronic Campus system of Northwest Missouri State University (Maryville) links every office and residence hall room on campus. It also networks these offices and rooms with databases and software applications. The system was developed to provide a low-cost alternative for a public institution where most students could not afford to purchase a personal computer. The Electronic Campus consists of 2,300 terminals, a similar number of terminals with electronic text and personal voice mailboxes, plus 500 microcomputers and workstations in a system built around a cluster of VAX timesharing computers. The development and implementation of this system are described in chapters focusing on the following parameters: (1) "The Setting"; (2) "Building an Infrastructure"; (3) "Installing the Electronic Campus"; (4) "Electronic Campus Services Available"; (5) "The Impact on Students"; (6) "Technical Considerations"; (7) "Maintaining the System"; and (8) "Where Do We Go from Here?" Five appendixes provide supplemental information about the campus and the system. The discussion is illustrated by 27 figures. (SLD)

ED 358 832   IR 016 114

Belfast, Northern Ireland, July 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Afrikaans; Apartheid; Black Culture; *Childhood Attitudes; *Childrens Literature; *Cultural Pluralism; Elementary Education; Foreign Countries; Publishing Industry; Racial Bias
IDENTIFIERS- Historical Background; *South Africa

It has been accepted that reading has a pertinent influence on the reader, especially the young reader. In a multi-cultural society, a child learns about himself and the different people around him from books. In this way, the child learns to know and appreciate his own culture and that of other children, and a healthy understanding between children near and far can be established; this should also be the case in South Africa. Until the 1970's most children's books in the Afrikaans language have depicted the social order of the time, in which blacks played a subordinate role. Since then, change has gradually taken place, and books have been published in which black and white children live, play, and appreciate each other in a normal way. A positive multi-cultural attitude in children's literature can contribute, especially in South Africa, to a social change if it corresponds with other reforms toward a more humane and just society. This paper presents a brief history of the founding of South Africa, followed by a description of the many cultures and a list of the twelve indigenous languages. The development of Afrikaans children's books is traced; and problems of current Afrikaans book publishing are detailed, including the limited number of readers, high price per copy, and limited expensive color illustrations. (ALF)

ED 358 851 IR 054 457

Bridges, Anne, Comp.; And Others
Selector's Manual. University Libraries, University of Tennessee, Knoxville, Tennessee.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; College Libraries; Higher Education; Job Training; Librarians; Library Acquisition; *Library Collection Development; *Library Material Selection; Professional Development; User Needs (Information)
IDENTIFIERS- University of Tennessee Knoxville

The purpose of this manual is to provide support for selectors as part of an intensive training program at the University of Tennessee (UT) Knoxville libraries to help balance selection decisions and to meet the needs of both undergraduates and researchers. The following major topics are addressed: (1) collection development at UT Knoxville libraries, including mission, organizational structure, and roles of various personnel; (2) the selection process, including objectives, prerequisites to effective selecting, responsibilities of selectors, and selection considerations; (3) fund management,

Personnel; Library Services; *Library Standards; Policy Formation; *Public Libraries; Qualitative Research; Quality Control; *Self Evaluation (Groups); State Libraries; *State Standards
IDENTIFIERS- *Kansas; Library Policy

The periodic review and development of public library standards are undertaken by the Kansas State Library to best serve the public interest by insuring the quality of the state's public libraries. Standards are defined for the structure and governance of libraries. Service objectives and standards for automation and technology are defined. Policies relating to library personnel, including salaries and evaluation, are reviewed, as is the handling of library collections and library development. Requirements for the physical facilities are discussed, and both input and output measures are suggested for evaluation. A library may choose to evaluate itself in a variety of ways, including quantitative and qualitative measures or comparisons to Kansas standards. Appendixes summarize library standards by library type, review the suggested continuing education policy and materials policies and statements, and provide a building program and standards summary checklist. (SLD)

ED 358 870 IR 054 622

Hancock, Vicki E.
Information Literacy for Lifelong Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Citizenship Education; Education Work Relationship; Elementary Secondary Education; Futures (of Society); Information Dissemination; *Information Literacy; Information Retrieval; Information Utilization; Lifelong Learning; Nontraditional Education; Student Responsibility; Teacher Role; *User Needs (Information)
IDENTIFIERS- ERIC Digests; *Information Skills; Resource Based Learning

Information literacy requires that the learner recognize the need for information, be able to identify and locate it, gain access to it, and then evaluate the quality of the information received before organizing it and using it effectively. In an information literate environment students engage in active and self-directed activities. Information literacy thrives in a resource-based learning environment in which students and teachers make decisions about appropriate sources of information and how to access them. Information literacy benefits students by counteracting the information dependency created by traditional schooling and sets the teacher free to become the facilitator of interaction at the small-group or individual level. Information literate students are more effective consumers of information resources, and become better-prepared citizens, who know how to use information to their best advantage in work and everyday life. The workplace of the future will also demand information literate workers. An early commitment to learning as a process will enable the worker of the future to function effectively. (Contains eight references.) (SLD) institutions including KVCC's downtown satellite center, the West Michigan Cancer Center, and the four-level New Museum. The second paper, "Partners in Workforce Development," by Helen McCauslin, describes KVCC's leadership role in three multi-partner coalitions: Education for Employment, the Southwest Michigan Coalition for Tech Prep, and the Kalamazoo Valley Partners for Quality. The third paper, "Partnerships in Internationalization: The Title VIa and Beacon Projects," by Theo Sypris, describes KVCC's involvement in a consortium of 15 community colleges in Michigan and Michigan State University, funded to design, establish, and operate a regionally based, globally focussed, "International Studies and Foreign Language Program Development Institute for Community Colleges." The final paper, "Partnerships Across the Disciplines. The Humanities, Science and Technology: Making Connections," by Robert Badra and Helen Palleschi, describes efforts to internationalize the curriculum at KVCC, involving faculty summer institutes and culminating with the establishment of a general education core course examining the relationship of the humanities to science and to technology. (PAA)

ED 358 887 JC 930 321

Schlack, Marilyn
The Arcadia Commons Partnership: The Community College and Economic Redevelopment.
PUB DATE- 93
NOTE- 21p.; In: "Practicing Community Leadership: Partnerships Are the Key to Success"; see JC 930 320. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Development; *Construction Programs; *Economic Development; Facility Expansion; Facility Improvement; Institutional Cooperation; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Kalamazoo Valley Community College MI

The Arcadia Commons (AC), in Kalamazoo, Michigan, is a business-education park developed through the combined efforts of Kalamazoo Valley Community College (KVCC), area business and financial institutions, and the Kalamazoo Public Museum, who together formed Downtown Kalamazoo Incorporated (DKI). KVCC's involvement resulted from the need to find new space for its downtown satellite campus, which had been offering basic skills and employee training and retraining courses. AC project funding came from DKI members and through a federal grant and special city business tax. Among the AC projects and partners are the following: (1) a five-star hotel, formerly a convention-hotel-retail complex refurbished by the Upjohn Company; (2) KVCC's downtown center, which will serve more than 5,000 students and complement programs on KVCC's main campus; (3) the West Michigan Cancer Center, a joint venture of Kalamazoo's two regional health-care providers; (4) refurbishment of the offices of the Visiting Nurse Association of Southwest Michigan; and (5) a business incubator, housed in a historic structure, and jointly sponsored by the DKI, the City of Kalamazoo, the Kalamazoo Chamber of Commerce, and the Creating Economic Opportunity Council. The capstone for the AC is the $20-million, educational New Museum, under the stewardship of KVCC, with hands-on exhibits exploring the science, culture, had earned a master's degree; (2) the top fields for bachelor's degrees were accounting/business (23.8%), education (21.8%), engineering/science (12.9%), medical and health related fields (7.9%), and communications (5.0%); (3) 50.6% had earned additional higher education credits since graduating; (4) 72.2% of those employed were working 40 hours or more per week, while 24.5% of respondents were working 20 to 39 hours per week; (5) 27.8% of respondents earned between $7.01 to $10.00 per hour; (6) 13.9% of respondents who earned a bachelor's degree had gross earnings of more than $16.00 per hour, while 48.5% earned between $7.01 to $16.00 per hour; (7) wholesale/retail trade and health care were the two largest categories of employment at 19.4%, followed by government (13.5%), education (12.7%), services (11.4%), finance, insurance, real estate (9.3%), manufacturing (8.9%), mining (3.0%), transportation (1.3%), and construction (0.8%); (8) 77.3% said their work was closely related to their community college education; and (9) 87.9% said their ACCR education was helpful in their present work, while 71.5% thought it helpful in continuing their education. The survey instrument, graphs, and tables of responses by ACCR college are included. (MAB)

ED 358 903 JC 930 338

Harada, Myra
The Japanese Junior College and the American Community College: A Comparative Study.
PUB DATE- 10 Jun 93
NOTE- 34p.; Masters research paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Administrative Organization; Area Studies; College Administration; *Community Colleges; *Comparative Education; Cross Cultural Studies; Cultural Traits; Educational Finance; Females; Foreign Countries; Governance; *Government School Relationship; *Institutional Characteristics; Organizational Objectives; Sex Bias; Student Characteristics; Transfer Policy; *Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- Japan; United States

Although the Japanese junior college was the result of post-World War II American interventions to create a post-secondary educational system along the lines of the American community college, the institutions in the two countries have taken divergent paths. Both institutions do provide a general, postsecondary education of a shorter duration. However, in contrast to the open-door admissions policies of American colleges, Japanese colleges reject 50% of all applicants on the basis of high school grades or low entrance examination scores. Similarly, while a major objective in the American colleges is the transfer function, Japanese colleges are institutions of virtual terminal education, granting certificates and preparing students for state licensing. Although they are under the control of the government, Japanese institutions are primarily financed through tuition, with government providing for barely 20% of their costs. Also, Japanese colleges are directly responsible to the national Ministry of Education, Science, and Culture, in contrast to the local boards which manage the internal affairs of American districts and colleges. The student population in Japan consists of a fairly homogeneous group of recent secondary school graduates, in contrast to the large body of adult and continuing education students in contain an explanation of the research methodology, a list of the seminars and activities through which study findings have been disseminated, and a taxonomy of Social, Cognitive, Mathematics, and Language Tasks. (AC)

ED 358 921 PS 021 374

Hendrick, Joanne, Ed.; And Others
Early Childhood Curriculum Resource Handbook. A Practical Guide for Teaching Early Childhood (Pre-K-3).
PUB DATE- 93
NOTE- 420p.; Part of a series of teacher resource handbooks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Curriculum Guides; *Early Childhood Education; Financial Support; *Instructional Development; *Instructional Materials; Integrated Curriculum; Media Selection; Reading Material Selection; *Resource Materials; State Curriculum Guides; State Departments of Education; Student Evaluation; Textbook Selection
IDENTIFIERS- Project Approach (Katz and Chard); State Level Textbook Adoption

This guide provides curriculum developers, education faculty, veteran teachers, and student teachers with basic information on the background of early childhood curriculum, as well as current information on publications, standards, and special materials for early childhood classrooms. Following an introduction, the material is presented in 14 chapters by different contributors. Chapter 1 discusses the history and development of present-day curriculum and the directions it is taking. Chapter 2 is a practical guide to creating or revising an early childhood curriculum. Funding sources for curriculum projects are listed in chapter 3, and chapter 4 outlines the content of integrated early childhood education. Chapter 5 describes state guidelines for early childhood education, and chapter 6 lists department of education addresses and publication titles for each state. Classroom assessment is the focus of chapter 7, and chapter 8 consists of annotated lists of curriculum guides for prekindergarten through grade three. Chapter 9 discusses the project approach in early childhood curriculum. Chapter 10 covers trade books, and chapter 11 lists sources of textbooks, software, videos, and other curriculum materials. Chapter 12 lists textbooks and materials adopted by New Mexico and West Virginia, two states with policies specific to the adoption of textbooks in early childhood education. Chapter 13 provides an index to reviews of early childhood textbooks and supplementary materials. Chapter 14 lists subscribers of the Kraus Development Library, a source of curriculum guides in early childhood education. A reference list is provided with some of the chapters. The appendix reprints sections of two exemplary curriculum guides. (TJQ)

ED 358 922 PS 021 404

Rogers, Colin
Children's Attributions for Success and Failure in the British Primary School.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

justice- or care-oriented, and then were reviewed for expressions of empathy. Study findings included the following: (1) among children in kindergarten through second grade, 38% showed neither "Care" nor "Justice" orientations and 2% included both; (2) among children in grades 4 through 6, 5% showed no orientation and 20% showed both; (3) for all children, no significant differences in moral orientation were found for males and females; (4) for the 35 children whose responses included moral considerations, only one child showed a "Justice" orientation, while 11 children showed "Care" orientations; and (5) the only gender differences found were with respect to empathy, with 17 females making empathetic statements compared to 5 males. (AC)

ED 358 940 PS 021 463

Tomes, Ruth; Heilbuth, Lynne
Can Neuromotor Functioning Predict Stanford-Binet IQ Scores and Piagetian Cognitive Task Performance?
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Children; *Cognitive Ability; Correlation; Females; Intelligence Quotient; Males; *Mental Retardation; *Motor Development; *Neurological Organization; *Predictive Validity; Regression (Statistics); Scores; Young Children

Studies comparing neuromotor and mental functioning of normal and disabled populations have shown that lower cognitive functioning is significantly related to lower motor functioning for retarded or disabled children but not for normal children. In an effort to further examine the relationship between these two functions, a study was conducted of 18 five-year-old boys, 18 five-year-old girls, 21 seven-year-old boys, and 15 seven-year-old girls. Four tests were administered to the participants: the McCarron Assessment of Neuromuscular Development (MAND) to evaluate neuromotor functioning; the Stanford-Binet Intelligence Scale: Fourth Edition (SB:FE) to obtain intelligence quotient (IQ) scores; and the Nebraska-Wisconsin Cognitive Assessment Battery (NEWCAB) to measure preoperations to formal operations in relations tasks, classification tasks, and number/length tasks. Correlational and simple regression analyses were run on the test scores to determine the predictability of cognitive outcomes from neuromotor results. Study findings included the following: (1) significant correlations were found between the neurodevelopment index of the MAND and the SB:FE composite IQ, and between the four SB:FE area scores and the NEWCAB total score; (2) specific sections of the MAND which predicted the IQ score were the kinesthetic integration, persistent control, and bimanual dexterity; and (3) the neurodevelopment index accounted for a considerably greater amount of variance in quantitative reasoning for 5-year-olds (31%) than for 7-year-olds (15%), but for less variance in short-term memory for 5-year-olds (17%) than for 7-year-olds (22%). Detailed tables of findings are attached. (AC)

ED 358 941 PS 021 464

(a comprehensive school plan, staff development activities, and ongoing assessment and modification); and three guidelines (a policy of not laying blame, decision-making by consensus, and full participation without paralyzing the leader). The second part of the report presents an interview with Dr. Comer which covers such topics as elements of teacher preparation, organizing schools open to inquiry and the community, and other aspects of developing more effective schools. (AC)

ED 358 960 PS 021 489

Kwartler, Trish Johnson
Providing Field Experiences for Early Childhood Preservice Teachers with Homeless Children and/or Mothers in an Urban Setting.
PUB DATE- 10 Apr 93
NOTE- 17p.; Paper presented at the Association for Childhood Education International Study Conference (Phoenix, AZ, April 10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Early Childhood Education; Educational Needs; Elementary School Teachers; *Field Experience Programs; Higher Education; *Homeless People; Preschool Teachers; Program Descriptions; Program Development; Student Attitudes; *Student Teachers; *Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- Preservice Teachers

Based on the conviction that interaction with homeless people can erode negative stereotypes and be a contributing part of a teacher education curriculum, students enrolled in an Early Childhood Education (ECE) course at Kent State University were allowed to substitute an observation of children at a homeless shelter for other course requirements. The purposes of the observation were developed through a brainstorming activity with an ECE class, while choices for activities were established in conjunction with homeless shelter staff. Students were asked to form committees or partnerships, call the shelter and plan an activity, and discuss plans with their instructor if desired. Students completed their observations in pairs and reported back to the class. An analysis of these reports indicates that students shared five broad areas of concern: (1) students' expectations about the shelter residents, environment, and staff were generally negative, with no student expressing confidence; (2) students described their field experiences in terms of significant communication events, parent and student roles, and their critique of the encounter; (3) students examined their own values and beliefs with respect to poverty, class, social services, family, and gender; (4) students' pedagogical concerns included accepting educational responsibility for homeless children and the controversy of including this group in formal curricula; and (5) many students mentioned follow-up activities, such as continued availability of the practicum in the curriculum, placements, and employment. Additional courses have added the option to their syllabi, and to date 120 students have participated. Appendixes include a list of practicum purposes and choices, a 10-question survey of participant attitudes, and a list of areas of concern from student reports. (AC)

ED 358 961 PS 021 492

International Work Group for Indigenous Affairs Newsletter, July 1991-December 1992 = Boletin de Grupo Internacional de Trabajo sobre Asuntos Indigenas, Septiembre 1991-Diciembre 1992.
PUB DATE- 92
NOTE- 898p.
LANGUAGE- English; Spanish
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *American Indians; Canada Natives; *Civil Liberties; *Conservation (Environment); Culture Conflict; Foreign Countries; *Indigenous Populations; Land Use; *Self Determination
IDENTIFIERS- *Land Rights; United States

This document contains seven consecutive English-language issues of the IWGIA Newsletter, from July 1991 through December 1992, followed by the seven corresponding issues in Spanish. These newsletters provide educators with a resource on the history, current conditions, and struggles for self-determination of indigenous peoples around the world. Articles on the United States and Canada discuss: (1) the consequences of the James Bay Agreement for Native land claims in Quebec; (2) threats to Native land rights in British Columbia and Alberta; (3) gender discrimination in Canadian government rules defining a "status Indian"; (4) environmental concerns over hydroelectric development projects in Quebec; (5) the Inuit Circumpolar Conference on conservation of the Arctic environment and indigenous human rights; (6) the history and current situation of Native Hawaiians with regard to relations with the federal government, land claims, and self-determination; (7) thoughts about resistance and linguistic and cultural preservation from Indian representatives on a United Nations Working Group; (8) Guatemalan Maya living in "Indiantown" in south Florida and working as seasonal or migrant farm laborers, changes and conflict in the community, need for services, and collaborative anthropological research; and (9) statement of the National Chicano Human Rights Council on the militarization of the U.S.-Mexican border. Also included are articles on indigenous peoples in countries of Asia, Africa, Latin America, and Russia. (SV)

ED 358 980 RC 019 153

Montgomery, Diane, Ed.
Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, Georgia, March 11-13, 1993).
PUB DATE- Mar 93
NOTE- 509p.; Twenty-six of the 60 papers have been separately analyzed, see RC 019 154-179. Two papers (p. 10-16 and p. 27-86) bear copyright notice and have been removed. Two papers (p. 67-72 and p. 152-161) are occasionally illegible.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Distance Education; Early Childhood Education; Educational Cooperation; Elementary Secondary Education; Higher Education; *High Risk Students; Postsecondary Education; *Rural Education; Rural Schools; *Special Education; Teacher Education

This proceedings contains 60 conference papers and presentations on rural special education, disabled and at-risk students, and related matters. Topics include the Hmong and Southeast Asian immigrants in rural areas, special education service delivery

PUB DATE- Mar 93

NOTE- 12p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153. Seizure recognition chart contains small print.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Epilepsy; Family School Relationship; *Mainstreaming; Misconceptions; Rural Areas; *Rural Schools; Social Adjustment; *Social Bias; *Special Education; Stress Variables; *Student Participation

Epilepsy affects approximately one percent of the population, with most cases having onset during childhood. School personnel can best incorporate the child with epilepsy into the classroom and provide support for families by becoming familiar with the types of seizure disorders, the issues that epilepsy presents for children and families, and the supports that children and families need. This paper provides information on: (1) seizure types, what they look like, first aid, and what not to do; (2) common misconceptions and negative attitudes regarding epilepsy that can compromise a child's ability to participate actively in social and school activities; (3) difficulties in diagnosis and medication and resulting family stress; (4) possible scholastic difficulties; and (5) the benefits and drawbacks of rural living and rural schools for children with epilepsy and their families. Two brief case studies illustrate the social, emotional, and academic effects that epilepsy can have on children. Ways in which the school can alleviate some of the problems of students with epilepsy and their families are suggested, including an information seminar for the entire school about epilepsy and associated problems, designating one staff member to be a support person for the student, and maintaining frequent family contacts. Information sources on epilepsy for teachers and family are noted. (SV)

ED 358 998 RC 019 171

Butera, Gretchen

Practitioner Perspectives of Early Childhood Special Educators: Implications for Personnel Preparation.

PUB DATE- Mar 93

NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Disabilities; Early Childhood Education; *Early Intervention; Educational Cooperation; Higher Education; Rural Education; Special Education; *Special Education Teachers; *Teacher Attitudes; Teacher Education; *Teacher Role

IDENTIFIERS- Practitioners; *Training Needs

Research suggests that training programs for early intervention practitioners are not providing sufficient field experience and are not meeting actual training needs perceived by practitioners. Opinions about the roles of early childhood special educators and needs for training relevant to practice were obtained through interviews with 11 practitioners from rural and suburban southern California and through group discussions at a conference of early childhood special description. Also included are indexes by organizational name and by state, territory, or nation. (LP)

ED 359 015 RC 019 218

Rural Education Directory: Organizations and Resources.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Federal Government; Federal Programs; Higher Education; *Information Centers; *National Organizations; *Periodicals; *Public Agencies; Regional Laboratories; *Rural Education; State Government
IDENTIFIERS- National Diffusion Network

This directory lists over 250 organizations and resources related to rural education. Entries are categorized by the following sections: (1) national organizations (associations, networks, centers, and clearinghouses); (2) regional educational laboratories; (3) regional offices of the National Diffusion Network (a federally-funded dissemination system that helps public and private schools, colleges, and other educational institutions improve by sharing information about successful education programs, products, and processes); (4) federal government agencies and resources; (5) state education agencies and organizations with rural programs; (6) state data centers that provide information about small towns and rural areas; and (7) rural journals. Each entry includes the name and address of the resource or organization and, when appropriate, the name of a contact person and a brief description. Also included are indexes by organization name and by state or territory. (LP)

ED 359 016 RC 019 219

Goals & Recommendations for Improving American Indian Education.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *American Indian Culture; *American Indian Education; Career Awareness; *Community Involvement; Early Childhood Education; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Higher Education; Parent Participation; *Self Esteem
IDENTIFIERS- *Idaho

This document lists goals and recommendations for improving American Indian education in Idaho. Recommendations are directed toward state and local governments, school officials and educators, tribal governments and American Indian communities, the State Board of Education, colleges and universities, community organizations, and parents. Goals include: (1) preparing American Indian children for future educational experiences by providing early childhood education programs that are culturally, linguistically, and developmentally appropriate; (2) establishing a school environment that respects, maintains, and promotes American Indian values, languages, and traditions; (3) increasing

Science. The fourth article, "National Science Standards Will Align Change, Experts Hope," discusses development and implementation of the National Research Council's project to establish science standards in the areas of curriculum, teaching, and assessment. (MDH)

ED 359 032   SE 053 296

U.S. Space Program Benefits to Education. Hearing before the Subcommittee on Space of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 10 Jun 92
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Demonstration Programs; *Educational Benefits; Educational Quality; Elementary Secondary Education; Federal Government; Program Evaluation; Research Assistants; *Science Education; Science Instruction; *Science Programs; *Space Sciences
IDENTIFIERS- *National Aeronautics and Space Administration; Summer High School Apprentice Research Program; *United States Space Program

This hearing was held to review the educational benefits of the U.S. Space Program. Testimony was given by three panels of experts related to this topic. The three panels consisted of: (1) Daniel S. Goldin, Administrator, National Aeronautics and Space Administration (NASA); Dan Brandenstein, Captain, U.S. Navy, NASA Astronaut; and Damon Butler, Student, Summer High School Apprentice Research Program, Oxon Hill High School, Maryland; (2) Wendell G. Mohling, President, National Science Teachers Association; Relzie M. Payton, President, Tennessee Education Association; and Nancy R. McIntyre, Director, Educational Center for Earth Observation Systems, West Chester University, West Chester, Pennsylvania; and (3) Eva Rousseau, Principal, Dunbar Senior High School, Washington, D.C., and two of her students, John Haskins, Jr., and Nadir Al-Salam. These witnesses discussed the benefits of NASA sponsored activities such as the Summer High School Apprentice Research Program, the Teaching from Space program, NASA Field Centers, The NASA Educational Affairs Division, the Tennessee Space Week, a space laboratory called the USS Dunbar Program, and volunteer efforts by the NASA workforce. Copies of prepared statements by the witnesses are included. (MDH)

ED 359 033   SE 053 332

Brazziel, William F.; Brazziel, Marian E.
Science and Engineering Doctorate Production among Minorities with Non-Traditional Backgrounds.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Alaska Natives; American Indians; Armed Forces; Bachelors Degrees; Black Students; College Science; *Doctoral Degrees; Educational Research; Engineering; *Engineers; Higher Education; Hispanic Americans; Majors (Students); *Minority Groups; *Nontraditional Students; *Science Education; *Science

inventing and designing toys. (PR)

ED 359 054 SE 053 499

Lorson, Mark V.; And Others
Integrating Science, Mathematics, and Environmental Education: Resources and Guidelines. The Curriculum File.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Conservation (Environment); Curriculum; Ecology; Elementary Secondary Education; *Environmental Education; *Integrated Activities; *Interdisciplinary Approach; *Learning Activities; *Mathematics Education; Mathematics Instruction; *Resource Materials; Science Activities; *Science Education; Science Instruction; Science Materials
IDENTIFIERS- AAAS Project 2061; Holmes Group; Science Process Skills

It has been reported that very little time is spent in the classroom on environmental education subjects unless the teacher has a special interest in the specific topic of study. This lack of time for environmental education coupled with the lack of adequate time allotted for mathematics and science instruction suggests that integrating the three--mathematics, science, and environmental education--into one learning activity can be a productive use of educational time at any grade level. This document presents a justification for integrating these subject areas. It then presents descriptions of 25 projects that are resources for integrated teaching activities for primary and secondary education, all with citations. The activities are documented in the ERIC database and most are reported with ERIC Document Reproduction Service Numbers. (Contains 12 references.) (PR)

ED 359 055 SE 053 516

Decade of Achievement.
PUB DATE- 92
NOTE- 37p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Faculty; Concept Formation; *Educational Research; Educational Trends; Elementary School Science; Elementary Secondary Education; Engineering Education; Federal Aid; *Federal Programs; Higher Education; Mathematics Education; Science Activities; Science Curriculum; *Science Education; Science Laboratories; Science Materials; Science Teachers; Secondary School Science; Teacher Education; Technology
IDENTIFIERS- *National Science Foundation

More than 20,000 kindergarten through 12th grade teachers and more than 6,000 college and university faculty are directly involved in National Science Foundation (NSF) education projects. Building on more than 4 decades of knowledge and

(8) "The Effect of Computers on the School Mathematics Curriculum (K.-D. Graf, R. Fraser, L. Klingen, J. Stewart, and B. Winkelmann); (9) "A Fundamental Course in Higher Mathematics Incorporating Discrete and Continuous Themes" (S. B. Seidman and M. D. Rice); (10) Teacher Education and Training" (B. Cornu); (11) "The Impact of Symbolic Mathematical Systems on Mathematics Education" (B. R. Hodgson and E. R. Muller); (12) "Calculus Teaching and the Computer. On the Interplay of Discrete Numerical Methods and Calculus in the Education of Users of Mathematics" (M. Mascarello and B. Winkelmann); and (13) "Graphic Insight into Mathematical Concepts" (D. Tall and B. West). A list of 62 annotated references and an index are included. (MDH)

ED 359 074 SE 053 692

Heimlich, Joe E.; And Others
Two H's and an O: A Teaching Resource Packet on Water Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Ecology; Elementary Secondary Education; *Enrichment Activities; Environmental Education; Groundwater; *Hydrology; Water; *Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- *Environmental Education Curriculum; Hands on Experience

This compilation of 57 activities adapted from 32 different publications addresses 5 of the 18 needs and recommendations for water quality curricula made by Elaine Andrews in the publication "Assessing National Water Quality Education Needs for the Nonformal Youth Audience." The needs include: approaching water-related ecosystems in a more integrated way; providing activities that better integrate ecology and science study with everyday life; rewriting materials to make them more appropriate for diverse audiences; making nontraditional learning choices more accessible; and reprinting high-quality materials no longer available. The hands-on activities are organized within a logical framework in five sections. The sections address the topics of: (1) the science of water; (2) the hydrologic cycle; (3) water uses; (4) water conservation; and (5) water pollution. Subsections within these topics address water properties; water movement, precipitation, transpiration, and evaporation; water needs; methods of conserving water; and types of pollution and necessary clean-up. The introduction includes a guide to using the book and the rationale for activity selection. (MDH)

ED 359 075 SE 053 753

Comprehensive Instructional Management Systems (CIMS)--Science 1991-92. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Discovery Learning; Elementary Education; Program Descriptions; *Program

assess the effect of the independent variable (visual prompt) on teacher verbalizations. Throughout the experimental conditions, a randomly selected 3-minute segment was videotaped for subsequent analysis. These tapes were reviewed by two independent observers, and the recorded frequencies of antecedents, consequences, and complete teaching units were converted to rate data. Results of the study suggest that the use of a visual prompt to effect changes in particular kinds of teacher verbal behavior was effective with music therapy trainees. (Author)

ED 359 097 SO 022 806

Hughes, William O.
The Effect of High Versus Low Teacher Affect and Active Versus Passive Student Activity during Music Listening on High School General Music Students' Attention.
PUB DATE- 92
NOTE- 5p.; Based on paper presented at the National Symposium on General Music (2nd, Tucson, AZ, February 16, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Educational Research; High School Students; Listening; *Music Education; Secondary Education; *Student Behavior; *Teacher Behavior

The purpose of this study was to investigate the effect of high versus low teacher affect and active versus passive student activities during music listening on high school students' attending behavior. Ninth-, 10th-, 11th-, and 12th-grade general music students (N=26) from two different high schools participated in four short listening lessons. Through the use of a counter-balanced, rotational design each of four treatment combinations was replicated three times. All lessons were videotaped. Data obtained through observation of the videotaped lessons indicated that the combination of low teacher affect and passive student activity was associated with lower on-task behavior than were the three other treatment combinations. There was no significant difference among the other treatment combinations. (Author)

ED 359 098 SO 022 808

Ellinger, Thomas R.; Carlson, Deborah L.
Education in Korea: Doing Well and Feeling Bad.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Comparative Education; Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Foreign Culture; *International Education
IDENTIFIERS- *South Korea

This article examines the features of the South Korean education system, a system radically different from that which exists in the United States and from which the United States might draw some useful lessons. In South Korea, students follow a routine of strict attention to their studies in a curriculum that emphasizes mathematics. Students are required to pass a series

Historical Setting and the Family; Japanese Belief Systems: Shinto; Japan as a Cultural Borrower: The Japanese Language; Samurai and Feudalism; World War II; The American Occupation; Japan's Economic Growth; The U.S.-Japan Security Treaty; and Japan's International Trade Relations. Each lesson plan includes a listing of objectives, main ideas, recommended materials, suggested activities, and in some cases, supplementary activities. The approximate amount of time needed for the lesson and a list of related lessons also are noted. A list of recommended audio-visual resources also is included. (DB)

ED 359 120 SO 023 027

Aspeslagh, Robert
Tragic Pages: How the GDR, FRG and Japan Processed Their War History--Lessons for Education for Peace. Peace Education Miniprints No. 39.
PUB DATE- Nov 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; *History Instruction; *Peace; Political Socialization; Secondary Education; *World War II
IDENTIFIERS- East Germany; *Germany; *Japan; Peace Education; West Germany

This document describes the ways in which Japan and the German nations have taught the history of World War II. According to the document, the former German Democratic Republic (GDR) took a pro-communist and anti-fascist approach to the subject. At the same time, the Western Allies pressured the Federal Republic of Germany (FRG) to institute a political education system designed to prevent the Germans from starting anew on the track toward fascism. In recent years, the FRG took greater responsibility for the War, and the mass media were instrumental in bringing information to the German public. Japanese teaching about the War downplays the nation's aggression in Asia and the Pacific and emphasizes the atomic bombings of Hiroshima and Nagasaki by the United States. The document argues that there is a continued need for peace education concerning World War II, but there is also a need to avoid negative politicization of the issue. Eighteen endnotes are included along with 47 references. (LBG)

ED 359 121 SO 023 114

Hagman, Karin; Karlsson, Nina
A Study on Indian Destitutes: Aspects of the Lives of Destitute Children and Women in Orissa, India. Reprints and Miniprints No. 759.
PUB DATE- Nov 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Developing Nations; *Females; Foreign Countries; *International Programs; *Poverty; Social Science Research
IDENTIFIERS- *India (Orissa)

There are many reasons for the large number of abandoned children

McMichael, Paquita; And Others
Short-Term Secondments: An Examination of the Experience of an Occupational Transition in Education.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Employer Attitudes; *Employment Opportunities; Foreign Countries; Motivation; *Staff Development; *Teacher Attitudes; Teacher Education; *Teacher Employment; Transitional Programs
IDENTIFIERS- *Scotland; *Temporary Employment

This project explored the activities and attitudes of Scottish teachers (N=50) on secondment to a variety of different bodies. The term "secondment" refers to the short-term assignment of a professional person from one institution to another, involving new forms of accountability and professional commitment. Three types of secondments were investigated: secondment from school teaching to teaching in colleges of education, secondment from school or college teaching to posts in the Scottish Office Education Department or the Scottish Consultative Council on the Curriculum, and secondment from teaching posts to other kinds of work within the regional Education Authorities. The project examined the characteristics of secondees, their detachment from their previous posts, their attachment to the new posts, their subsequent detachment from secondment, and their transition to the old or a new job. It focused on motivation for secondment application, employer responses toward the secondment, expectations and experiences of the secondment, adjustment, and the process of exiting the secondment. Twenty secondees were interviewed, and all 50 teachers on secondment responded to a questionnaire inquiry. The project found that administrative arrangements were unsatisfactorily managed both by the secondment agency and by the employers to which secondees returned. Lack of recognition and esteem for secondees was a serious problem if they returned to their previous jobs, and for some within their secondments. However, secondees reported that their experiences were richly rewarding in terms of meeting challenges and developing both professionally and personally. Appendixes provide interview questions and a copy of the questionnaire form. (JDD)

ED 359 144 SP 034 430

Montgomery, Janey L.; And Others
Honoring Diversity in Teacher Education: Infusing Learning Styles, Cooperative Learning and Multicultural Nonsexist Education into the Student Teaching Semester.
PUB DATE- Feb 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activity Units; *Cognitive Style; *Cooperative Learning; Cultural Pluralism; Education Courses; Elementary

*Testing
IDENTIFIERS- Diversity Concept

Testing and instruction are sometimes seen as unrelated elements in the educational process, rather than as integrated components. This paper, organized in three sections, views testing and instruction as complements in the educational process, taking into account both testing and instruction in schools and classrooms with diverse student populations where cross cultural awareness, mutual respect, and mutual understanding become essential parts of the curriculum. In the first section, a variety of instructional methods are reviewed. The advantages of each method, with an eye to student needs as well as preparation for a multicultural world, are considered. The second section discusses assessment in a real world context; a distinction between test and assessment is drawn; and context-relevant assessment is presented as a sound way to meet the challenges of accountability. Appropriate assessment allows students to demonstrate skills without discriminating against minority students' special learning needs, styles, or difficulties. The final section considers how instruction and assessment can be integrated to meet both the needs of the learner and the challenge of a complex, interrelated, and multicultural world. (Contains 44 references.) (Author/LL)

ED 359 164 SP 034 604

Gorham, Janene K.
Sixth Grade Students' Perceptions of Good Teachers.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Elementary School Students; Evaluation Criteria; *Grade 6; Intermediate Grades; Middle Schools; *Personality Traits; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- Middle School Students

Teachers are evaluated daily by their students. By examining students' criteria for teacher evaluation, teachers are able to broaden their existing base of understanding and develop a greater perception of the complex dynamics of the classroom. This study was conducted to evaluate students' comments regarding "good" teachers to determine whether the students employed consistent, distinct criteria for evaluation. A class of sixth-grade middle school students (N=22) were interviewed individually to determine their perceptions of good teachers. Primary questions were: What do you think a good teacher is? What do you expect from teachers? and What advice would you have for beginning teachers? Three distinct themes regarding the efficacy of teachers emerged from students' comments: (1) instruction; (2) personality; and (3) classroom management. The comments indicate that students are actively assessing teachers according to independently derived discrete and consistent criteria. Frequency of comments in distinct areas and percentage of students commenting in each area are displayed in tabular form. (LL)

ED 359 165 SP 034 605

Rareshide, Stephen W.
Implications for Teachers' Use of Humor in the Classroom.

applications, the role of English-as-a-Second-Language training in three countries (Kenya, West Africa, Oman), authentic video materials in ELT, teaching and learning in context, and the relationships between project host institutions, the British Council, and the British government agency for overseas development. (MSE)

ED 358 710 FL 021 253

ELT in Development Aid: Defining Aims and Measuring Results. Dunford House Seminar Report (England, United Kingdom, July 18-29, 1988).
PUB DATE- 89
NOTE- 37p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Cost Effectiveness; Developing Nations; Educational Objectives; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; Foreign Countries; Higher Education; International Cooperation; Long Range Planning; Program Development; *Program Evaluation; Second Language Instruction; *Second Language Programs; *Technical Assistance
IDENTIFIERS- Cameroon; Ethiopia; Indonesia; Oman; *United Kingdom; Zambia

Proceedings of a seminar on the role of English second language (ELT) training in British technical assistance projects for economic development are presented in the form of a brief analysis of current issues and concerns to participants, a summary of the conference, and related appended materials. This conference focused on defining project objectives for the purposes of evaluation and cost effectiveness. After an introductory section, the first chapter describes the salient concerns and challenges voiced at the seminar, including the fact that the ELT programs in question are intended not only to produce more and better English-speakers but also to change the systems that produce them, the long-range nature of the effort, the human factor in project evaluation, and finding the balance of quality and quantity in measurement of results. A summary of conference sessions follows. Appended materials include a seminar schedule, list of participants, outlines of country case studies (Cameroon, Ethiopia, Indonesia, Oman, Zambia), a system for classifying ELT projects as to situation, level, and type, and a seminar evaluation form. (MSE)

ED 358 711 FL 021 254

Managing ELT Aid Projects for Sustainability. Dunford House Seminar Report (England, United Kingdom, July 24-28, 1989).
PUB DATE- 90
NOTE- 48p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Developing Nations; Economic Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; Government Role; Higher Education; *Long Range Planning; *Program Administration; Program Evaluation; Second Language Instruction; *Second Language Programs; *Technical Assistance
IDENTIFIERS- Ethiopia; Kenya; Malaysia (Sabah); Sri Lanka;

*Japanese; *Language Acquisition; Language Research; Linguistic Theory; *Oral Language; Semantics; Structural Analysis (Linguistics); Syntax; Testing; Toddlers; Visual Measures; Young Children

The purpose of this paper is to demonstrate that children's use of Japanese case particles obeys the grammatical principles introduced at the earlier stage of language development. In previous studies concerning the acquisition of Japanese case examined through the experimental method, it has been suggested that children acquire the functional use of case particles at around 5 years of age. This study examines the performance of Japanese case particles in children's natural speech in 2- to 5-year-olds within the framework of the theory of generative grammar. Data focusing on the phenomena "case marker drop" is analyzed. In conclusion, this paper demonstrates that 2-year-olds use Japanese case particles in much the same way that adults do and it will be further suggested that their use of case particles obeys the hierarchical structure of the Japanese language as well as that of the semantic structure. (VWL)

ED 358 734 FL 021 301

Sano, Keiko
On the Interpretation of the Past Tense and the Acquisition of English.
PUB DATE- 93
NOTE- 37p.; For the complete volume, see FL 021 293.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adults; Bilingualism; *Cognitive Ability; Cognitive Mapping; English; *English (Second Language); Foreign Countries; Japanese; Language Research; *Linguistic Theory; *Second Language Learning; Sentence Structure; Structural Analysis (Linguistics); *Tenses (Grammar); *Time Perspective; Young Children

This paper proposes a hypothesis for the interpretation of tense in English from the viewpoint of how the conception of time is reflected in linguistic temporal expressions. The hypothesis is then verified in light of acquisition data. The paper claims that following from the analysis of the conception of time in Section 2, three temporal entities, namely, speech time, event time, and cognition time, and either a simultaneous or an ordinal relation between two of them, should be posited as primitives. It is argued that if the cognizer and the speaker of the embedded proposition are taken into consideration, the interpretation of tense in embedded clauses naturally follows from the principles of simple sentences. Based on the proposed hypothesis for an adult's interpretation of tense, acquisition data on the deicitic use of past forms of an English-Japanese girl are analyzed. The implications the acquisition data have on the proposed and competing hypotheses for the interpretation of tense are discussed. Analysis is confined to the temporal relations, either simultaneous or anterior to the speech time. The posterior relations are not included because they involve the modal auxiliary "will," and the question of whether a structure with "will" reflects only a temporal relation or the wider notion of possibility under which futurity may be subsumed is still open. (VWL)

ED 358 735 FL 021 303

Sprayberry, Roslyn R.

progressive response to America's widening "social deficit" and its growing student aid dilemma. It would differ from existing subsidies in that it would be more generous, offer all citizens the same deal, and link effort to reward reflecting the traditional American ethic of individual initiative and equal opportunity. (Contains 44 references.) (JB)

ED 358 754   HE 026 402

Schnell, Jim; Dates, Jannette
Promoting a More Inclusive Communication Curriculum Using Inter-University Faculty Collaboration as a Model.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Achievement; Black Colleges; Black Culture; College Faculty; Communications; Courses; *Curriculum Development; Higher Education; *Intercollegiate Cooperation; Mentors; *Multicultural Education; Undergraduate Study
IDENTIFIERS- *Communications Curriculum; Howard University DC; Ohio Dominican College; Protege Mentor Relationship

A strategy for promoting a culturally inclusive college communication curriculum was developed based on collaboration between two faculty members from the School of Communication at Howard University in Washington, D.C. (HU) and Ohio Dominican College (ODC). In particular the African American HU professor served as a mentor to the ODC professor so as to engage in curriculum development that would promote more inclusion of African-American perspectives in the ODC communication curriculum. The program lasted 3 years and focused on strategies to elicit change from the faculty rather than from the administration through the review of current courses to determine where important Black contributions may be added and to rework course syllabi to reflect the contributions of African-Americans to the discipline. The mentor and mentee worked to revise five of the mentee's courses. Interaction between the participants occurred via mail, the telephone and fax machines. In addition the two participants visited each other's campuses for research, attendance at classes, and general observation. The participants found the collaboration to yield tangible results in curricular development and less tangible but positive results in the experience of consistent interaction with a colleague from another institution. Attached is a student exit evaluation survey developed in the course of the collaboration. (Contains 22 references.) (JB)

ED 358 755   HE 026 466

Clark, Burton R., Ed.
The Research Foundations of Graduate Education: Germany, Britain, France, United States, Japan.
PUB DATE- Jul 93
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Instruction; Comparative Education; Differences; *Educational Planning; Foreign Countries; *Graduate Study; Higher Education;

of surveys of college graduates working in business, or the use of researcher-conducted studies of student texts, or surveys of college writing instructors. While each of these research methods has drawbacks, nearly all researchers would agree that successful writers should be able to understand their readers, their purpose, and the type of image that they are trying to convey through their writing. Writers should also be able to organize their material, provide necessary examples, logically connect their ideas, be willing to collaborate when writing, and be willing to critically evaluate the form and content of their writing. It is further understood that the writer must have the ability to use a specific form or type of writing to fit the needs of a particular communication situation. Contains 38 references. (GLR)

ED 358 775 HE 026 503

Jones, Elizabeth A.; Ratcliff, Gary
Summary of Public Testimony on Objectives 4 and 5 of Goal 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; College Outcomes Assessment; Communication Skills; Critical Thinking; Educational Assessment; Educational Change; *Educational Improvement; *Educational Objectives; Educational Quality; Enrollment Trends; Futures (of Society); Hearings; Higher Education; *Minority Groups; Problem Solving; *Public Opinion; Skill Development
IDENTIFIERS- *National Education Goals 1990

This report provides a summary of testimony delivered at hearings around the country concerning Objectives Four and Five of National Education Goal Five that address the need to increase qualified student college enrollment (especially of minorities) and completion of at least 2 years (Objective Four), and the need to raise the proportion of college graduates who demonstrate an advanced ability in critical thinking, communication, and problem solving (Objective Five). For each objective, major themes forming the oral and written testimonies are identified, and direct quotations from the testimonies are provided in support of each theme. Of the 100 individuals who testified, most supported the objectives though they expressed concerns and questions about the purposes of each objective and how each objective will actually lead to improvements in student learning, instructional practices, the curriculum, and better degree-completion rates, especially for minority students. Many witnesses offered recommendations and suggested additional considerations to review for both objectives, and some pointed out that there are a large number of organizational and institutional initiatives currently under way that already provide useful information and lead to improvements. Appendices contain participant information. (GLR)

ED 358 776 HE 026 504

Bohr, Louise
College Courses Which Attract and Generate Good Readers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93

Barbara, California and started the Center for the Study of Democratic Institutions. The narrative focuses throughout on Hutchins as a personality, a reformer and a thinker. His broad influence on various aspects of university and public life are emphasized and his shortcomings, failures and obstacles are also included. Notes accompany each chapter. An index is also included. (JB)

ED 358 795 HE 026 526

Lyons, Paul
Thirty-Five Lesson Formats. A Sourcebook of Instructional Alternatives.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Cooperative Learning; *Group Dynamics; Group Instruction; Higher Education; Lesson Plans; Nontraditional Education; Problem Solving; Secondary Education; Student Participation; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Lesson Structure; Lesson Types

This book offers 35 lesson formats for use in secondary or higher education settings and appropriate as alternatives to the usual "lecture-presentation." The formats draw on principles of collaborative and cooperative learning and concepts of group interaction and information processing. Most lessons require substantial student-to-student interactions. The formats are intended for use with average to above-average students who have a degree of self-directedness. Some of the formats can be implemented in a regular class period or two, others may require a few days to several weeks to complete. In addition the formats do not require expensive materials, place much of the responsibility for learning on the students, and require little preparation of materials in advance. The formats are grouped according to four basic areas: (1) formats to enhance problem-solving and negotiation skills; (2) formats to enhance planning, analysis, and communication skills; (3) formats to enhance cognition and managerial skills; and (4) formats to enhance integration and cooperative learning skills. The items are cross-referenced by learning focus, materials, single session, or multi-session required for implementation. (Contains 41 references.) (JB)

ED 358 796 HE 026 528

The Degree Authorization Act. Statutes and Policies Pertaining to Authorization To Operate as a Postsecondary Education Institution and To Award Credits and Degrees in Colorado.
PUB DATE- Jun 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); *College Administration; Criteria; Degrees (Academic); *Educational Legislation; *Government School Relationship; Higher Education; Private Colleges; School Registration; *State Legislation
IDENTIFIERS- *Colorado; Degree Authorization Act (Colorado 1981)

This document includes both the current Colorado statutes and the Colorado Commission on Higher Education policies defining the

This resource guide for distance learning information, courses, and programming covers: (1) audiographics programming by the Pennsylvania Teleteaching Project; (2) cable programming, including the Cable Alliance for Education's Cable in the Classroom projects, Consumer News and Business Channel, Nostalgia Television, PENNARAMA Channel, Silent Network, and Univision; (3) computer online information networks, including the Pennsylvania Public Television Network's Learning Link, NASA (National Aeronautics and Space Administration) Spacelink, National Distance Learning Center, and Annenberg/CPB Math and Science Project; (4) instructional support centers in Pennsylvania; (5) public television, including the Corporation for Public Broadcasting, Elementary and Secondary Service, and Pennsylvania Public Television Network; (6) satellite programming, including the Adult Learning Satellite Service, Agency for Instructional Technology, Arts and Sciences Teleconferencing Service, Central Educational Telecommunications Network, Deep Dish TV Network, Emergency Education Network, Educational Satellite Network (ESN), Educational Telecommunications Network, Adult Learning Channel, ESN Parent Channel, FRANCE TV Magazine, Louisiana Education Resource Network, Massachusetts Corporation for Educational Telecommunications, NASA Education Videoconference Series for Educators, National Instructional Satellite Schedule, SCISTAR, SCOLA, Satellite Educational Resources Consortium, and TI-IN; (7) software programs by NASA; (8) videocassette programming, including the Annenberg/CPB Project, FRANCE TV Magazine, Great Plains National Network, Modern Satellite Services, and TV Ontario; and (9) consultants on distance education programming, including the Pennsylvania Department of Education and the United States Distance Learning Association. (ALF)

ED 358 815   IR 016 095

Hale, Mark P., Jr.
Faculty Support Centers. Technology in Higher Education: Current Reflections. Second in a Series.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 89
NOTE- 29p.; Inside cover title reads: "Implementing Computing Support Centers."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Computer Assisted Instruction; *Computer Centers; Computer Literacy; Computer Managed Instruction; Computer Software Development; Cost Effectiveness; Desktop Publishing; *Educational Planning; Faculty Development; Higher Education; Information Dissemination; Instructional Materials; *Training; *User Needs (Information); Word Processing
IDENTIFIERS- University of North Carolina Chapel Hill

To help new computer users, many college campuses are setting up computer support centers or programs for faculty and staff. Typical services include training, expert help with computing tasks, and assistance with more specialized projects such as instructional software development. This guide highlights some of the issues involved in the development of computer support centers. Training is the first thing most users need. Training faculty must be selected carefully to meet the needs of college faculty who are a critical but appreciative audience. Training

Copyright and Telecommunications. Hearing before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 10 Jul 91
NOTE- 197p.; Serial No. 95.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Broadcast Industry; Broadcast Reception Equipment; Cable Television; *Copyrights; Definitions; Federal Regulation; Government Role; Hearings; *Networks; Production Techniques; Rural Areas; *Telecommunications; *Television
IDENTIFIERS- Congress 102nd; *Wireless Cable

Representative William J. Hughes introduced a hearing to examine the Satellite Home Viewer Act of 1988 and issues arising from it. Discussion was presented on a recent Federal Communications Commission report on price discrimination, the definition of network, and the effectiveness of the "white area" amendment that permits the transmission of network signals to areas of the country, often rural, that do not receive signals through the air. Whether wireless cable falls outside the definition of cable television for purposes of the cable compulsory license was discussed, as was the concept of retransmission consent and its relationship to copyright. Testimony was received from the following witnesses: (1) Preston R. Padden, of Fox Broadcasting Company; (2) Andrew R. Paul, of the Satellite Broadcasting and Communications Association of America; (3) Bob Phillips, of the National Rural Telecommunications Cooperative; (4) Robert L. Schmidt, of the Wireless Cable Association; (5) Dorothy Schrader, Associate Register of Copyrights for Legal Affairs; and (6) Jeffrey C. Treeman, of United Video. Letters and statements submitted for the hearing are included, and an appendix contains additional letters pertaining to the hearing. (SLD)

ED 358 833 IR 016 115

Tilson, Thomas D.; And Others
The Cost-Effectiveness of Interactive Radio Instruction for Improving Primary School Instruction in Honduras, Bolivia and Lesotho.
PUB DATE- 15 Mar 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Pittsburgh, PA, March 15, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Cost Effectiveness; Cross Cultural Studies; Educational Planning; *Educational Radio; Elementary School Students; English (Second Language); Foreign Countries; Instructional Improvement; Mathematics Instruction; Primary Education; Program Evaluation; Second Language Instruction; *Student Participation; Tables (Data); *Teaching Methods
IDENTIFIERS- Bolivia; Honduras; *Interactive Radio; Lesotho

Findings are presented from studies on the use of radio for teaching primary school children mathematics in Honduras and Bolivia and English as a Second Language in Lesotho. Interactive radio instruction (IRI) is so called because of the active participation of the students. Although lessons are including budgeting, spending, and monitoring; (4) acquisition of material, including time factors, ordering, searching requests, and approval plans; (5) collection evaluation; (6) collection management, including weeding, preservation, storage, and replacements; and (7) professional growth and development, including subject expertise, selector evaluation, setting goals and objectives, writing the job description, and suggested reading for new selectors. The appendices contain the Collection Development Mission Schedule; a list of library selectors; a directory of faculty library representatives; sample forms; a list of considerations for retaining items in their original format, entitled "The Book as Object;" and an outline of continuing education and professional development goals. (ALF)

ED 358 852 IR 054 458

Standards for Accreditation of Master's Programs in Library & Information Studies.
PUB DATE- 28 Jan 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Higher Education; *Information Science Education; Institutional Evaluation; *Library Education; *Library Schools; *Masters Programs; Professional Education; *Standards

These standards for the accreditation of graduate programs of library and information studies leading to a master's degree are a result of review and revision of the "Standards for Accreditation 1972." Six areas are addressed: (1) Mission, Goals and Objectives; (2) Curriculum; (3) Faculty; (4) Students; (5) Administration and Financial Support; and (6) Physical Resources and Facilities. An afterword presents an abridged version of the commentary used during the revision process in order to enhance understanding of the scope and focus of the standards and to define key terms and phrases. The following are listed as important issues at the time of the revision (1989-1992): action orientation; definition of the field; discrimination; distance education; diversity; excellence; future focus; globalization; innovation; interaction with other fields of study and other campus units; management; multiple degree programs; ongoing evaluation processes; philosophy, principles, and ethics; research; specialization; technology; and users. (ALF)

ED 358 853 IR 054 459

Bricken, Meredith; Byrne, Chris M.
Summer Students in Virtual Reality: A Pilot Study on Educational Applications of Virtual Reality Technology.
SPONS. AGENCY- Pacific Science Center, Seattle, Wash.; U.S. West Foundation.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Day Camp Programs; Educational Research; *Educational Technology; Elementary School Students; Formative

ED 358 871 IR 054 623

Carton, Debbie Yumiko
Public Libraries and Cultural Diversity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Biographies; Cultural Awareness; *Cultural Differences; Cultural Pluralism; Demography; *Ethnic Groups; Librarians; Library Collection Development; Library Development; *Library Services; Minority Groups; *Multicultural Education; *Public Libraries; *Resource Materials; Social Change; Urban Culture; Users (Information)
IDENTIFIERS- California (Berkeley); California (San Jose); ERIC Digests; Examples; Language Minorities; *Multicultural Materials

Libraries nationwide are serving increasingly diverse communities as the changing face of America is reflected in the changing information needs of diverse patrons. A key issue in serving the multicultural community is adopting a revised version of collection development. Materials in the native languages of ethnic and language minorities, biographies representing different ethnicities, and resources for the young are necessary. A commitment to expanding their own cultural awareness is required for library administrators and librarians. The commitment to improving service to diverse communities must be reflected in the mission statements and objectives of libraries. In addition, library staff must represent the diversity of the community. Case studies of multicultural efforts at the Berkeley (California) Public Library and the San Jose (California) Public Library illustrate some ways in which the library can reach out to the diverse community. When a library has insufficient diversity among staff members, members of ethnic communities should be invited to serve as resources and advisors to the library. (Contains 14 references.) (SLD)

ED 358 872 IR 054 631

Seager, Andrew J.; And Others
Embracing the Tiger: Learning from Public Library Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- Mar 93
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Case Studies; Interviews; Librarians; *Library Role; *Library Services; Library Surveys; *Literacy Education; National Surveys; Needs Assessment; Program Evaluation; Program Implementation; *Public Libraries; Telephone Surveys

Characteristics of selected public libraries into which adult literacy programs have become integrated are reported. Data are drawn from visits to five library literacy programs, telephone and technology of Southwest Michigan. In addition, the project has returned the formerly underground Arcadia Creek to the surface, expanded parking, and rebuilt the downtown storm-drainage system to prevent flooding. Promotional materials, photographs, and AC ground plans are included. (PAA)

ED 358 888 JC 930 322

McCauslin, Helen
Partners in Workforce Development.
PUB DATE- 93
NOTE- 15p.; In: "Practicing Community Leadership: Partnerships Are the Key to Success"; see JC 930 320.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *College School Cooperation; Community Colleges; Consortia; Cooperative Planning; Cooperative Programs; Educational Needs; High Schools; *Job Training; Labor Force Development; *Partnerships in Education; Program Descriptions; *School Business Relationship; Shared Resources and Services; Two Year Colleges; Vocational Education
IDENTIFIERS- *Kalamazoo Valley Community College MI; Tech Prep

In the second half of the 1980s, Kalamazoo Valley Community College (KVCC) in Michigan played a leadership role in three multi-partner coalitions: Education for Employment (EFE); the Southwest Michigan Coalition for Tech Prep (SMCTP); and the Kalamazoo Valley Partners for Quality (KVPQ). In the EFE partnership, KVCC works with the Kalamazoo Valley Intermediate School District and its nine constituent public school districts, as well as business and industry, to help prepare K-14 students for the world of work. In elementary school, students are exposed to work-habit skills; in middle school, they participate in career exploration activities; and in high school, EFE students are introduced to "Tech Prep," a 6-year technical-training program beginning in 9th grade, and ending after 2 years at KVCC. The SMCTP is a 14-member alliance among KVCC, 4 sister community colleges, and representatives of 9 intermediate school districts, whose members share knowledge and resources to improve Tech Prep programs. The KVPQ, formed partly in response to the planned closure of a local General Motors plant, is an alliance of job training providers, the Kalamazoo Chamber of Commerce, and the Creating Economic Opportunity Council. The KVPQ's goals are to better meet the training and retraining needs of businesses, to help promote economic development, and to give public and private organizations a mechanism for investing in the community's overall training needs. The KVPQ's initial grant from the Michigan Department of Education will allow the consortium to retrain 1,368 employees at 4 area industries. (PAA)

ED 358 889 JC 930 323

Sypris, Theo
Partnerships in Internationalization: The Title VIa and Beacon Projects.
PUB DATE- 93
NOTE- 11p.; In: "Practicing Community Leadership: Partnerships Are the Key to Success"; see JC 930 320.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

America. The most remarkable difference in Japanese junior colleges is the student body, 90% of which is female, due to the centuries long educational bias against women in Japan. Includes 45 references and charts of institutional organization. (MAB)

ED 358 904 JC 930 339

Nazzaro, Joseph P.
Community College Alumni: Partners in Resource Development.
PUB DATE- Aug 92
NOTE- 8p.; Paper presented at the Junior and Community College Institute's Alumni Development Workshop (Washington, DC, August 5-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; College Planning; *Community Colleges; *Corporate Support; Educational Finance; *Financial Support; *Fund Raising; Institutional Advancement; Marketing; Philanthropic Foundations; Private Financial Support; Program Descriptions; Program Development; *School Business Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *County College of Morris NJ

The County College of Morris (CCM), in Randolph, New Jersey, was established in 1968-69, and over 20,000 students have received degrees or certificates from the college since its founding. In an effort to improve alumni involvement, a new alumni program was established under the Division of College Advancement, and a part-time Alumni Director was hired. To promote involvement in the new Alumni Association, CCM implemented a plan to feature alumni as "community stars," placing them in public fundraising efforts. An institutional-image marketing campaign was also developed, and five key alumni were chosen to be featured spokespersons for the college in all advertising for a given period. The alumni, who held prestigious positions in their companies, appeared in advertising media including billboards, newspapers, magazines, cable television, and radio spots. In the first alumni drive, over $10,000 were raised and subsequent alumni personalities were featured annually. Based upon this success, a second phase of the program was implemented, in which the alumni "stars" were enlisted to start CCM Corporate Alumni Clubs (CAC) at various companies in the area. Club activities included bringing college programming events to the company for on-site activities (luncheon speakers, jazz ensemble performances, etc.) and mobilizing alumni at the organizations to make corporate gifts matched by the company. As part of the CAC efforts, one company has donated over $100,000 in new computer equipment to the college, and other companies have provided scholarship and outreach support. (PAA)

ED 358 905 JC 930 340

Student Outcomes. Annual Summary Report to the Board of Trustees. Report BT94-2.
PUB DATE- Aug 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attribution Theory; Elementary Education; Elementary School Mathematics; *Elementary School Students; Failure; Foreign Countries; Grade 2; Grade 4; Grade 6; Interviews; *Peer Evaluation; *Performance Factors; Reading; Sex Differences; *Student Attitudes; *Success
IDENTIFIERS- England

A study explored the causes cited by British primary school students for instances of relative success and failure in class work in a free-response setting. The study involved 157 7-, 9-, and 11-year old students in 2 primary schools. Because the 7-year-olds were reluctant to talk about their own work, children were asked to talk about the reasons for someone else's performance being better or worse than their own. Three forms of school work in regular classroom use were selected, two math activities and a reading activity. The effects of school attended, age, gender, subject, and type of outcome, and the interaction of variables were also assessed. Study findings included the following: (1) overall, the children were most likely to explain success and failure in terms of performance ability, specific competence ability, effort and interest, behavior, and speed; (2) no child explained success or failure in terms of chance; (3) as children got older, they were less likely to answer "don't know/no response" or to attribute success and failure to performance ability; (4) gender had no effect on attribution patterns; (5) the response category "effort and interest" was used more frequently to account for performance variation in math, while "voluntary time spent" was used to account for variation in reading; and (6) responses related to "behavior" were more likely to explain failure than success. Comparisons are drawn with a similar 1985 study. (AC)

ED 358 923 PS 021 417

Allen, David; Mix, Janet
The Community Partnership: Child Care and Early Education. Task Force Report and Recommendations.
PUB DATE- Oct 92
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Committees; Community Involvement; *Day Care; *Early Childhood Education; Educational Needs; Information Services; Minority Groups; *Policy Formation; Program Costs; Program Descriptions; *Program Implementation; Referral; Young Children
IDENTIFIERS- Minnesota (Ramsey County)

In 1989, the Community Partnership: Child Care and Early Education was formed to examine policies and make recommendations with respect to early childhood care and education (ECCE) in Ramsey County, Minnesota. The Partnership established a Task Force to develop a long-term vision for ECCE consistent with community values and to create a blueprint for action regarding the services needed by children, parents, communities of color, and employers. Task Force recommendations included the following: (1) increasing community awareness of the importance of ECCE; (2) providing children with "seamless" service by providing resources for new programs; (3) supporting parents by addressing needs for workplace flexibility and improving consultation and referral services; (4) improving

Dragonas, Thalia; And Others
Assessing Quality Day-Care: The WHO Child Care Facility Schedule.
PUB DATE- Mar 93
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Concurrent Validity; Construct Validity; *Cultural Differences; *Day Care Centers; *Evaluation Methods; Facility Guidelines; Foreign Countries; *Measurement Techniques; Preschool Education; *Quality Control
IDENTIFIERS- *Child Care Facility Schedule; World Health Organization

Focusing on how the definition and assessment of quality day care are culturally specific, this paper reviews the development and validity of the Child Care Facility Schedule (CCFS), a procedure for assessing quality in child care settings in many countries. This project was initiated by the Division of Mental Health of the World Health Organization, and began with a pilot study undertaken in Greece, Nigeria, and the Philippines. This initial study resulted in an 80-item schedule covering 8 areas that define quality child care: physical environment; health and safety; nutrition and food services; administration; staff-family interaction; staff-children interaction; observable child behavior; and curriculum. Concurrent validity, criterion validity, and construct validity were examined by comparing CCFS scores in 12 day care centers with ratings based upon observation in the same centers. An additional study of 90 day care centers in Athens, Greece, further established CCFS validity. Results showed that the CCFS was reliable and valid. The use of a shorter 43-item version is suggested to render the measure more practical. (MM)

ED 358 942 PS 021 465

Copeland, Anne P.; And Others
The Family Relationships Grid: Measuring Family Structure.
PUB DATE- 27 Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; *Adolescents; Concurrent Validity; *Family Relationship; *Family Structure; Marital Satisfaction; *Sibling Relationship; *Sociometric Techniques
IDENTIFIERS- Discriminant Validity; *Family Relationships Grid; Family Systems Theory

This study examined the Family Relationships Grid (FRG), a new measure of family structure that evaluates alliances, identification, isolation, and the relative strength of sibling and marital relationships. Subjects were 52 female and 35 male adolescents who were recruited through a university course and who each had at least one sibling. Subjects completed the FRG and several family and individual measures designed to assess the concurrent and discriminant validity of the FRG. Analysis revealed that alliances, identification, isolation, and sibling

Illinois Model Early Childhood Parental Training Program. FY 91 Summary Report.
PUB DATE- Aug 92
NOTE- 28p.; For the 1992 summary report, see PS 021 493.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Check Lists; Child Rearing; Child Welfare; *Family Programs; Parent Attitudes; *Parent Education; Parent Influence; *Parent Participation; Parent Workshops; Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; *School Readiness
IDENTIFIERS- Illinois; *Model Early Childhood Parental Training Prog IL

The Illinois Model Early Childhood Parental Training Program was implemented to help parents develop skills needed to foster their children's health and enhance their children's readiness for school. This report presents a summary and analysis of the annual evaluation data obtained from school districts participating in the program for the 1990-91 school year, the first full year of implementation. The report contains the following sections: Highlights; Introduction; Data Limitations; Program Description; Parent Characteristics; Evaluation; and Conclusions. A total of 10,819 workshops were conducted in 7 basic areas of parenting, and about 60 special events and family activities were organized throughout the year. The report concludes that most parents reacted very favorably and enthusiastically to the program. Appendices include program goals and Public Act 85-1046 (the legislation mandating this type of program); a list of special events conducted by the program throughout the year; lists of advisory board members and collaborating agencies and programs; the parent training program evaluation form; and parent comments. Eleven data tables are also included. (MM)

ED 358 962 PS 021 493

Illinois Model Early Childhood Parental Training Program. FY 92 Summary Report.
PUB DATE- Apr 93
NOTE- 29p.; For the 1991 summary report, see PS 021 492.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Child Rearing; Child Welfare; Family Characteristics; *Family Programs; Parent Attitudes; *Parent Education; Parent Influence; *Parent Participation; Parent Workshops; Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; *School Readiness
IDENTIFIERS- Illinois; *Model Early Childhood Parental Training Prog IL

The Illinois Model Early Childhood Parental Training Program was implemented to help parents develop skills needed to foster their children's health and enhance their children's readiness for school. This report presents a summary and analysis of the annual evaluation data obtained from school districts participating in the program for the 1991-92 school year, the second full year of implementation. The report contains the following sections: Highlights; Introduction; Data Limitations; Program Description; Parent Characteristics; Evaluation; and Conclusions. A total of 6,812 workshops were conducted in 7 in rural Kentucky, alternative funding for supplemental programs, reforming special education, dropout prevention, transition objectives, identifying and enriching rural gifted children, interactive technology to teach social workers about special-needs children, serving rural preschool and young children with disabilities, cross-age tutoring, sheltered workshops, parent involvement, multicultural education, use of negotiation and mediation in special education, mathematics activities for middle-school classrooms, adapting text to meet literacy needs of special learners, collaborative and shared services for low-incidence disabilities, career development of disabled students, rural-based technical education, team assessment of infants, best practices and exemplary programs, intensive family services for high-risk students and dysfunctional families, early childhood special educators, practitioner-college partnerships, strategies for the inclusion of special education in general education, quality television instruction, rural educational partnerships, establishing a rural professional development school, social skills instruction for adolescents with behavior disorders, distance learning, ethics in service delivery, teacher attitudes toward at-risk students, alternative certification programs in special education, recruiting and retaining special education teachers, interpretive single-subject research design, and ethnosociology of special education. Also included are a topic index, and an appended conference program and schedule that contains descriptions of presentations. (SV)

ED 358 981   RC 019 154

Hepburn, Eric; And Others
Interpretive Single-Subject Design: A Research Tool for Practitioner-Guided Applied Inquiry in Rural Settings.
PUB DATE- 93
NOTE- 15p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Elementary Secondary Education; *Intervention; Models; *Qualitative Research; Research Design; *Rural Education; *Special Education; Student Behavior; *Theories
IDENTIFIERS- *Single Subject Research Design; Teacher Researchers

This paper discusses the integration of positivist single-subject design with interpretive, or naturalist, qualitative methods in the development of effective interventions for rural special education students. The resulting research/intervention design includes: (1) extending the normal baseline period from 3 to 10 days thus allowing the researcher to question all relevant peers, adults, and the student him/herself in order to investigate multiple realities, triangulate the data, and ferret out a research design and an initial independent variable; (2) applying the independent variable in the classroom setting while continuing to monitor multiple realities in order to fine-tune the design and discover other independent variables; (3) returning to the baseline phase without the application of the independent variable; and (4) applying a new independent variable based upon information gathered in the first three phases and comparing the effects of the first and second independent variables. The synthesis of educators. Data analysis revealed the following emerging themes related to child, teacher, and system aspects of early childhood special education: (1) failure of training to cover the diverse range of handicaps encountered in the field; (2) practitioner uncertainties about how to facilitate family involvement, especially in rural areas and with culturally different families; (3) uncertainties about the relative effectiveness of prescriptive teaching methods versus child-initiated instructional techniques; (4) stress arising from the role of coordinator of services among the many agencies involved with young handicapped children; (5) lack of time, resources, and peer networks; (6) lack of support from K-12 administrators who do not understand the specific program needs of early childhood special education; (7) lack of interagency cooperation; and (8) lack of appropriate placements for preschoolers with disabilities, particularly in rural areas. (SV)

ED 358 999 RC 019 172

Corbitt, Eileen R.; Barrett, Donna
Hand in Hand: Supporting Change through Practitioner-College Partnerships.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College School Cooperation; Collegiality; *Educational Change; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; Partnerships in Education; *Rural Schools; *Special Education; Special Education Teachers; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- Darlington County School District SC; *Teacher Collaboration

In rural northeastern South Carolina, a resource room teacher from a Hartsville elementary school and a teacher educator from Coker College supported each other during change processes affecting their respective programs. This voluntary 3-year association of a single college faculty member and a single classroom teacher was characterized by a friendship base, an open-ended "agenda," a true sense of parity in the relationship, and a mutual search for information or solutions to problems. The continuous exchange of information and ideas led to the development of a collaborative consultation model of service in the elementary school, and to a new college major to prepare teachers to work in such a model. Such partnerships have the potential to provide ongoing professional development and support to the special educator, while providing a way for the college professor to conduct "reality checks" of the preservice curriculum. Capitalizing on what rural areas do best, this model focuses on the efficacy of "people" resources as opposed to material or financial resources, and downplays the importance of administrative or institutional involvement. (SV)

ED 359 000 RC 019 173

Tompkins, Richard; Cooper, Patrick

recruitment, retention, and graduation rates of American Indian students in Idaho's 2- and 4-year colleges and universities including postsecondary vocational and technical institutions; (4) increasing the number of American Indian faculty and administrative and professional staff at Idaho's colleges and universities; (5) encouraging American Indian parents, tribal officials, and community leaders to participate in the education of American Indian students; (6) raising the self-esteem and cultural pride of American Indian students; (7) developing comprehensive guidance and counseling programs in Idaho schools that meet the career, personal, and social needs of American Indian students and their families; and (8) expanding adult basic education programs for American Indians. (LP)

ED 359 017   RC 019 222

Verburg, John L.
Social Construction of Reality: How It Compels Action.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Appalachian Studies Conference (16th, Johnson City, TN, March 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Churches; *Church Programs; *Educational Philosophy; Elementary Secondary Education; Rural Areas; Rural Population; *Rural Schools; *School Community Relationship; Social Bias; *Stereotypes
IDENTIFIERS- Appalachia; Kentucky; Missionaries; *Mission Schools; *Social Construction of Reality

This paper traces the history of two mission projects and associated schools in rural Kentucky and examines how the missionaries' social constructions of reality with regard to Appalachia determined their actions. The two mission projects studied were Red Bird Missionary Conference of the United Methodist Church and Hazel Green Academy of the Christian Church (Disciples of Christ). Data were collected from interviews with project administrators, published autobiographical statements, institutional records archived at Berea College, and interviews with persons living within the Red Bird service area. Hazel Green Academy was established as an elementary and high school in 1880 and was converted into a high school in the 1930s. Other projects developed but were discontinued. In 1982, facing a large deficit, the academy closed. Red Bird Mission started as a school in the 1920s in conjunction with the local board of education. Today it operates an independent elementary and high school, a medical and dental clinic, a used clothing store, a large craft-cottage industry, and an ambulance service, and oversees 27 churches and outreach centers in 7 Kentucky counties. Hazel Green Academy, founded before Appalachia had been named, never adopted the notion of "otherness" that many who have worked in the area still use today. In contrast, the notion of a "peculiar people" and a region apart has been inherent throughout the history of Red Bird. The most suitable explanation for the differences in these two church programs is found in their vastly different constructions of the definition of Appalachia. Hazel Green saw this area as "isolated rural communities," while Red Bird viewed this area as "a unique culture: hillbillies." These definitions predisposed each institution's respective actions throughout its history and influenced its growth or lack of it. (LP)

Instruction; *Scientific Personnel
IDENTIFIERS- Hispanic American Students

This study examined the extent to which minority individuals with baccalaureate origins as non-traditional students (baccalaureates completed at age 25 or over) completed doctoral degrees in science and engineering. It compared the efficacy of their degree completion, i.e., elapsed time and registered time to degree, with that of counterparts with traditional baccalaureate origins, along with a number of other educational and demographic attributes. This study also examined the potential of corporations and the U.S. Armed Forces as talent pools from which minority applicants for doctoral study in science and engineering could be drawn. The statistical sample comprised all Black, Hispanic, American Indian, and Alaskan Native recipients of doctorates in science and engineering for the period 1981-1990 (N=7,235) drawn from the National Doctorate Database of the National Research Council. Collaborative interviews were conducted with a small sample of the recipients. Interviews were also conducted with science and engineering corporate professionals and military personnel. Among the findings are: Minorities with non-traditional backgrounds comprised 16.9% of the doctorate recipients in the study. Nearly 27% of the non-traditionals and well over 9% of the traditionals had attended a junior or community college. The recipients were well represented in all the major fields, i.e., physical science, life science, social science, and engineering. The non-traditionals were over-represented in the social sciences. The average recipient completed the doctorate in 10.6 years after completing the baccalaureate. The groups were identical in elapsed time to degree. (PR)

ED 359 034 SE 053 333

White, Patricia E.
Women and Minorities in Science and Engineering: An Update.
PUB DATE- Jan 92
NOTE- 196p.; For the 1990 version updated by this report, see ED 323 112.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; College Science; Doctoral Degrees; Elementary School Science; Elementary Secondary Education; Engineering Education; Federal Government; *Females; *Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Physical Disabilities; *Science Careers; *Science Education; Science Instruction; Secondary School Science; *Undergraduate Study
IDENTIFIERS- Hispanic American Students

Effective policy formulation depends on an assessment of the current situation and of recent trends in science and engineering participation rates of all segments of U.S. society. This volume, the sixth in a series, is designed to provide such an assessment. It has been prepared for the Congress, the administration, and others who influence the direction of the U.S. science and engineering effort and who are concerned with maintaining equal opportunity and equal treatment for women and minorities as they participate in this undertaking. The chapters in this book are: (1) Women in Science and Engineering; (2) Education and Training of Women in Science and Engineering; (3) Minorities in Science and Engineering; (4) Education and Training of Minorities in Science and Engineering; and (5) Persons with Physical experience, NSF today is able to provide vigorous leadership in the nation's efforts to strengthen science, mathematics, and engineering education. This profusely illustrated booklet describes the diverse and vigorous education and human resource programs the NSF has developed and supported over the last 10 years--activities that reach out to all, recognizing the needs of a changing U.S. population and a changing workplace. Sections in this booklet include: (1) Teachers and Faculty; (2) Classroom and Laboratory Tools; (3) Applying Technology to Education; (4) Learning How People Learn; (5) NSF Education Goals; (6) Leadership and Systemic Reform; (7) Beyond the Classroom; (8) Increasing Diversity; (9) Encouraging Excellence; (10) Monitoring Trends; (11) Coordinating a Federal Strategy; and (12) For Further Information. (PR)

ED 359 056 SE 053 517

Menicucci, David F.
Development and Testing of a Science and Engineering Fair Self-Help Development Program: Results of the Pilot Program in Three Middle Schools.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 92
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Engineering Education; Extracurricular Activities; Family Involvement; *Instructional Materials; Junior High Schools; *Middle Schools; Parent Attitudes; *Parent Participation; Science Activities; *Science Education; *Science Fairs; Science Instruction; Science Projects
IDENTIFIERS- Albuquerque Public Schools NM; Science Education Research

In seven chapters, this report details the Science Fair Self-Help Development Program, which was initiated in a pilot project at three middles schools in Albuquerque, New Mexico, during school year 1991-1992. The purpose of the program was to provide guidance to schools in developing their own parental and community resources into a sustainable support group whose major function would be to assist the school's science teachers and administration in all aspects of the science fair. The report documents the development of the Self-Help Program and the results of the pilot testing. Seven appendices comprising the greater part of the document include materials for organizing science fairs and copies of the survey forms used in the study. (Author/PR)

ED 359 057 SE 053 518

Yager, Robert E.
Science/Technology/Society--Addressing the Real Problems in Science Education.
PUB DATE- Jan 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Evaluation; *Science Curriculum; Science Education; *Science Instruction; Staff Development; *Teacher Attitudes
IDENTIFIERS- *Comprehensive Instructional Management System; *Hands on Science; New York City Board of Education

The Comprehensive Instructional Management System (CIMS)-Science program is designed to support teachers in teaching the "New York State Elementary Science Syllabus." The curriculum emphasizes a hands-on inquiry approach to learning and includes an assessment component comprised of written tests and performance-based tests, designed to assess student mastery of the content and process. This report is divided into four sections. The first section provides background and implementation information for the program and describes the program evaluation methodology. The CIMS-Science program was piloted during the 1988-89 school year in kindergarten through grade 2 in five schools each and expanded in subsequent years. The second section summarizes the CIMS approach to science education and describes the program's activities related to staff development and curriculum revision. The third section reports the evaluation of the program. Questionnaires to 58 classroom teachers and interviews with 7 lead science cluster teachers explored teachers' use and assessment of the revised program, the support provided, and program impact on teachers and students. Based on the findings, the following recommendations were made: (1) program, district, and school staff should continue to collaborate in revising the CIMS-Science curriculum incorporating suggestions by classroom teachers and science cluster teachers; (2) consideration should be given to exploring alternative or "authentic" assessment strategies that assess problem solving skills; and (3) classroom teachers should observe science cluster teachers demonstrating lessons using a discovery-based approach to prepare them to assume primary responsibility for science instruction. (MDH)

ED 359 076 SO 021 785

Rich, P. J.
Elixir of Empire: The English Public Schools, Ritualism, Freemasonry, and Imperialism.
PUB DATE- 89
NOTE- 157p.; Photographs will not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; *Educational History; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Imperialism; Political Power; *Public Schools; Role of Education
IDENTIFIERS- *England; *Nineteenth Century

In order to understand the British Empire, one must understand the British public school and its rituals. The 19th century saw an expansion in the public schools, which seized the opportunity to prepare boys for service in the Empire. The schools developed an elaborate systems of totems and talismans. Their rituals were reenacted all over the world. The rich symbolism of schooldays prepared colonial administrators for staging the Imperial drama. The public schools also became deeply involved with freemasonry, a secret fraternal society. The final chapter of the book provides an assessment of the public school in post-imperial days and notes that in the 20th century the schools have placed pragmatism over principles in order to survive political threats. (DB) of competitive examinations at each rung of the educational ladder. The Korean government pays for each child to attend grades one through six, but parents must pay for middle and high school education. While there are limitations to the Korean approach to education, the United States can find much to emulate in South Korea's model of hard work and national commitment, with parents assuming partial responsibility for their youngster's educational success. (DB)

ED 359 099 SO 022 813

Willauer, David O.
KIDS Consortium and Related Materials.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Community Development; *Community Planning; Elementary Secondary Education; Public Policy; *Student Volunteers; Youth Opportunities; *Youth Programs
IDENTIFIERS- *KIDS Consortium ME; *Maine

The KIDS Consortium is a private, non-profit organization that seeks to promote, facilitate, and institutionalize the involvement of children and youth in their communities in Maine. Kids as Planners, the central program of the KIDS Consortium, gives students the opportunity to become apprentice citizens by working with adult citizens in hands-on activities. These materials include newsletters, and journal and newspaper articles that describe the involvement of Maine youth in community planning through the Kids as Planners program and other programs. (DB)

ED 359 100 SO 022 816

StarServe Community Service Kit.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 92
NOTE- 39p.; Oversize classroom poster not included here.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Community Programs; Community Services; *Educational Resources; Elementary Secondary Education; Learning Activities; *Volunteers
IDENTIFIERS- *Celebrities; *StarServe

StarServe is a national, non-profit organization that provides materials, resources, and ongoing assistance free to teachers and administrators to make community service part of a class or school-wide activity. StarServe utilizes celebrities to bring the message to students: "You can be a star through service to others." This StarServe kit includes the teacher's guide, activity masters (in English and Spanish), information for students interested in becoming StarServe reporters, a resource directory, and a sample certificate of recognition. (BD)

ED 359 101 SO 022 843

Samples of Students' Writing from the June 1991 Social Studies 30 in India. The children can be unwanted (mostly girls), illegitimate, or orphans due to diseases. The children have to be taken care of one way or the other. This study shows that there are different solutions to this problem, including orphanages both government and nongovernmental. Not all orphaned or abandoned children live in orphanages; many live in the streets. To reach the street children is not easy but it can be done employing the Ruchika model (e.g., starting railway platform schools, non-formal education centers, and day care centers). Some children are adopted from the orphanages; in-country adoption seems to be the best. The most successful orphanages visited were the SOS villages and the Shelter in Cuttack. However, the SOS villages refused to take care of handicapped children and the Shelter took care only of Christian children. More institutions are needed where the children can lead worthwhile lives and become educated so they can support themselves later in life. What has to be changed is society's attitude toward children growing up in the institutions. Until these goals are reached there will always be people living under harsh conditions. (Author/LBG)

ED 359 122   SO 023 115

Education in a Global Perspective: Internationalization at the Malmo School of Education. Reprints and Miniprints No. 763.
PUB DATE- Dec 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Global Approach; Higher Education; *International Education; *International Programs; Program Evaluation
IDENTIFIERS- Malmo School of Education (Sweden); *Sweden

Since 1986-87 there has been, at the Malmo School of Education (Sweden), a special internationalization group with representatives of all the School's boards of studies and the Department of Educational and Psychological Research. This group makes recommendations to the School on grants for different internationalization projects, keeps in touch with current projects, circulates experiences of internationalization activities within the different sections of basic training, and initiates new projects. Last year the internationalization group took the initiative in working out a description of the current internationalization activities at the School of Education and their future direction. This description was accepted by the Board of the School of Education on September 17, 1991, and is reprinted here. (Author)

ED 359 123   SO 023 118

Hoar, Nancy
Second Thoughts about Responses to Sexual Harassment: A Survey of Male and Female Pharmacists.
PUB DATE- 92
NOTE- 11p.; Paper presented at the Convention of the Speech Communication Association (Chicago, IL, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Females; Males; Opinions; *Pharmacists; *Questionnaires; *Sexual Harassment; Social

Secondary Education; Higher Education; *Human Relations; *Multicultural Education; Preservice Teacher Education; Sex Fairness; Student Teacher Attitudes; *Student Teachers; Theory Practice Relationship
IDENTIFIERS- Diversity (Student); Myers Briggs Type Indicator; Preservice Teachers

This paper demonstrates how teacher educators can empower preservice teachers to develop a rationale for honoring diversity in their classrooms by building upon an awareness of learning style preference, cooperative learning, and multicultural nonsexist education. A human relations course at the University of Northern Iowa that is taught concurrently with the student teaching experience demonstrates how student teachers become involved in collaborative relationships with their peers by sharing weekly seminars, planning presentations, doing action research, and engaging in classroom instruction. The model involves personalization of concepts through experiential learning in which group building and team teaching are key strategies. Learning from experience is the theme as future teachers are first allowed to experience learning as a learner and then apply this learning to their new role of teacher. Appendices provide a sample activity, "What's in a Name," a way for student teachers to learn the names of persons in the group; and information on learning style preference. Contains 21 references. (LL)

ED 359 145 SP 034 433

Butts, R. Freeman
In the First Person Singular: The Foundations of Education.
PUB DATE- 1 Jan 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Civics; *Departments; Elementary Secondary Education; *Foundations of Education; Higher Education; Instructional Leadership; *International Education; Personal Narratives; *Teacher Education; Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- *Columbia University NY Teachers College

This volume presents three previously unpublished papers, which constitute the personal statements of an emeritus professor, author, and scholar in the field of educational civics, philosophy and the history of education about his understanding of the meaning of that part of the professional preparation of teachers known as "educational foundations." The first paper, "Reflections on Forty Years in the Foundations Department at Teachers College," describes three periods in the scholar's career: first as the most junior member of the department at Teachers College, Columbia University (New York); the second consisting of 12 years of administrative responsibility; and the third being the period of the development of the department from 1960 to 1975. The second paper, "Teachers College and International Education," presents a summary of and reflections on international education efforts in the years 1955-1975. The third paper, "At Last--'A Civics Lesson for All of Us'", was issued in 1991 and focuses on the scholar's personal efforts after his 1975 retirement to make civic education a core element of the foundations of education courses at Teachers College. (AMH)

ED 359 146 SP 034 499

PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Elementary School Teachers; Grade 5; Grade 6; *Humor; Intermediate Grades; *Learning Strategies; Motivation Techniques; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship

Humor can be an effective element of classroom teaching, serving to reduce tension, increase motivation, aid instruction and strengthen teacher/student relationships. A review of the literature reveals that research in this area is incomplete and inconclusive. This study surveys 5th- and 6th-grade teachers (N=50) for information on how they vary the use of humor; the value placed on humor; reasons for using humor; guidelines for using humor in the classroom; appropriate types of humor; and sarcasm. Results suggest the most commonly cited reasons for using humor include: behavior management; sparking interest; implementing instruction; and building or strengthening teacher/student relationships. Most teachers agree that sarcasm should never be used unless it is of a playful nature; also, that the use of humor varies with students' sophistication, intelligence, and maturity levels. Humor is not a peripheral issue in education; most teachers surveyed considered it an integral element in their teaching. Based on the literature and survey results, guidelines, recommendations, and suggestions for the effective use of humor in the classroom are presented. A copy of the humor survey is appended. (Contains 20 references.) (LL)

ED 359 166 SP 034 606

Hilker, Jennifer Broadwater
Toward Creating the Intrinsically Motivating Classroom: Can Students' Motivational Orientations Be Changed?
PUB DATE- 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Change Strategies; Elementary School Students; Grade 6; Higher Education; *Incentives; Intermediate Grades; Learning Motivation; *Motivation Techniques; *Self Motivation; Social Studies; *Student Attitudes; Student Characteristics; *Student Motivation; Surveys
IDENTIFIERS- *Intrinsic Extrinsic Classroom Orientation; Self Report Measures

The purposes of this study were: to examine the terms "intrinsic motivation" and "extrinsic motivation" by defining and analyzing characteristics of each; to investigate their relevance to classroom practice; and to determine if students' motivational orientations can be changed. A modified version of Harter's Self-Report Scale of Intrinsic vs. Extrinsic Orientation in the Classroom was administered to two groups of 6th-grade social studies students (N=49). Students were asked to rank themselves along a continuum as being extrinsically or intrinsically motivated. A 2-week unit was then presented using intrinsic motivators for the first group (called the endogonous group) and extrinsic motivators for the second (called the exogenous group). The final step in the study was to determine if the motivational orientations of the students, as measured by readministration of the survey, changed during the course of

*United Kingdom

Proceedings of a seminar on the management of English second language training (ELT) in British technical assistance programs are presented in the form of narrative summaries. An introductory section gives an overview of the conference. Four subsequent chapters summarize presentations and discussions on these topics: project management, documentation, coordination, and evaluation; the views on project sustainability of the British overseas aid agency, the private ELT sector, and a construction firm involved in projects in developing countries; case studies for Sri Lanka, Kenya, East Malaysia, and Ethiopia; and suggestions for ways the British Council can help enhance project longevity. Appended materials include an article entitled "Pulling Out of a Project: Twelve Tips for Project Planners" (Paul Woods); a framework for planning and evaluating projects; a chart of typical project structures; a list of participants; and a seminar schedule. (MSE)

ED 358 712 FL 021 255

Training for Sustainability of ELT Aid Projects. Dunford House Seminar Report (England, United Kingdom, July 23-28, 1990).

PUB DATE- 91

NOTE- 77p.; For other Dunford House Seminar proceedings, see FL 021 247-257.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Case Studies; Developing Nations; *Economic Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Long Range Planning; Models; *Program Effectiveness; Program Evaluation; Second Language Instruction; *Second Language Programs; *Technical Assistance

IDENTIFIERS- India (West Bengal); Pakistan; Philippines; Sierra Leone; South Africa; Tanzania; Togo

Proceedings of a seminar on English second language teaching (ELT) in technical assistance programs, focusing on elements that contribute to program continuance, are presented in the form of summaries of presentations and case studies. Topics include: the effects of the training provided on the sustainability of the training projects themselves; large classes; placement policy; sustaining programs in normal circumstances; host institution development; factors contributing to project breakdown and project sustainability; categories of personnel involved in projects; training for the management of local institutions; conversations of British agents with their overseas counterparts concerning their role and needs; the host organization's role; effects of training in the United Kingdom to project sustainability; creating models of project management; teaching and learning in context; evaluation of technical cooperation training; and the principles underlying the evaluation of training. Case studies for West Bengal (India), Togo, Tanzania, Sierra Leone, the Philippines, Pakistan, and South Africa are also included. (MSE)

ED 358 713 FL 021 256

The Social and Economic Impact of ELT in Development. Dunford House Seminar Report (England, United Kingdom, July 22-27, 1991).

PUB DATE- 92

NOTE- 63p.; For other Dunford House Seminar proceedings, see FL 021 247-257.

Using Multimedia To Improve the Aural Proficiency of High School Students of Spanish.
PUB DATE- 93
NOTE- 76p.; Practicum report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Achievement Gains; Classroom Techniques; *Cultural Awareness; High Schools; High School Students; Instructional Effectiveness; *Language Patterns; *Listening Comprehension; *Multimedia Instruction; Second Language Instruction; Second Language Learning; *Spanish; *Teaching Methods

An experimental study investigated the effectiveness of multimedia instruction in improving listening comprehension of high school students studying second-year Spanish. Specific comprehension difficulties were found in recognizing linguistic and cultural implications, making guesses based on key words and phrases, and understanding and responding appropriately to information given orally. Six major causes for the problems were identified: neglect of listening comprehension skills in instruction; student lack of discriminatory listening techniques; inadequate knowledge of Spanish vocabulary, syntax, and grammar, and native language interference; lack of knowledge of linguistic and cultural connotations in some words and phrases; inadequate textbook treatment of listening strategies; and ineffective native-language listening skills. A multimedia instructional approach was adopted with 50 randomly selected students. Techniques used include paired and group work, listening stations in the classroom, student-written cultural notebooks, student-generated lists of listening strategies, filmstrips and videos, use of Total Physical Response commands, student creation of visual aids, minidramas and skits, telephone conversations and interviews, creation of commercials, games, and guest speakers. Students were receptive to and enthusiastic about the process, and posttests indicated significant language achievement gains over the period of treatment. (MSE)

ED 358 736 FL 021 313

Berkson, Alan; And Others
Scope and Sequence for High School English as a Second Language Instruction.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum Design; *Educational Objectives; *English (Second Language); High Schools; Language Proficiency; *Language Skills; Public Schools; *Second Language Programs; *Student Evaluation
IDENTIFIERS- Chicago Public Schools IL

The scope and sequence for high school English-as-a-Second-Language (ESL) instruction outlines the goals, objectives, skills, and assessment techniques for an integrated, holistic curriculum for the ESL program found in most Chicago public high schools. It is not coordinated with specific instructional materials, but designed to be adaptable and flexible and used with teaching strategies and methods of the teacher's choice. Five skill areas (listening, speaking, reading, writing, and social) are targeted, with objectives for each to be integrated

*Institutional Characteristics; Research; *Research Universities; *School Support; Teacher Student Relationship
IDENTIFIERS- England; France; Germany; Japan; United States

This book examines the capacity of universities in Germany, England, France, the United States, and Japan to operate as centers of research, as places for research training, and as institutions where even students destined for nonresearch careers will learn something of the nature of research. The volume is organized by country with each section introduced by the editor and including one chapter exploring the country's structures of research organization and advanced education, its historical development, and contemporary strains and stresses; and a second chapter reporting a study of disciplinary and institutional characteristics related to research. Contributed chapters have the following titles and authors: "The German Model of Research and Advanced Education" (Claudius Gellert); "The Conditions of Research Training in Contemporary German Universities" (Claudius Gellert); "Research Training and Graduate Education: The British Macro Structure" (Mary Henkel and Maurice Kogan); "Graduate Education in Britain: The View from the Ground" (Tony Becher); "Separation de Corps: The Training of Advanced Students and the Organization of Research in France" (Guy Neave); "The Research Training System in France: A Microstudy of Three Academic Disciplines" (Guy Neave and Richard Edelstein); "Graduate Education and Organized Research in the United States" (Patricia J. Gumport); "Graduate Education and Research Imperatives: Views from American Campuses" (Patricia J. Gumport); "Graduate Education and Research Organization in Japan" (Morikazu Ushiogi); and "The Education of Advanced Students in Japan: Engineering, Physics, Economics, and History" (Tatsuo Kawashima and Fumihiro Maruyama). A concluding chapter integrates the country portraits by identifying common trends and problems revealed in the prior sections and presenting an example of what the ideal type of research-centered graduate education might look like. Individual chapters are extensively referenced. Contains an index. (GLR)

ED 358 756   HE 026 467

Gappa, Judith M.; Leslie, David W.
The Invisible Faculty. Improving the Status of Part-Timers in Higher Education.
PUB DATE- 93
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Educational Environment; Employment Patterns; *Employment Practices; *Faculty College Relationship; Financial Exigency; Higher Education; Interviews; *Part Time Faculty; Quality of Working Life; Retrenchment; *School Policy; Teacher Characteristics; Trend Analysis

This book examines the practices that support and enhance the value of part-time faculty both in and outside the college classroom, offering 43 specific recommendations to help institutions plan and manage their use of part-timers, develop fair employment policies, and invest in part-timers as valued human resources contributing to the quality of education on their campuses. Interviews with 467 chief academic officers, deans, department heads, and full- and part-time faculty

NOTE- 23p.; Paper presented at the Annual Meeting of the College
  Reading and Learning Association (Kansas City, MO, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information
  Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Freshmen; College Instruction; Community
  Colleges; Comparative Analysis; *Course Selection (Students);
  Developmental Studies Programs; Higher Education; Instructional
  Effectiveness; Intellectual Disciplines; Private Colleges;
  Public Colleges; *Reading Ability; Reading Achievement;
  *Reading Improvement; Reading Instruction; Remedial Reading;
  Student Development

This study sought to locate excellent readers and excellent reading courses among majors and courses chosen by college freshmen at three postsecondary institutions: a private, residential, suburban, four-year liberal arts college with religious affiliation; a two-year public (commuter) community college outside the same metropolitan area; and an urban, public, Research I university with a primarily commuter undergraduate student body. Courses and majors were clustered, and data collected on 251 college freshmen from the private college in 1988 and from 392 freshmen from the two public institutions in the fall of 1991 (and from 245 of these students for a spring follow-up testing). reported in terms of which college majors comprised better readers, the types of freshmen courses that are taken by better readers, which freshmen courses were associated with the greatest reading gain, and the effect of college developmental courses. Three major trends were identified: (1) the best readers were generally enrolled in non-applied scientific majors and courses; (2) some humanities courses without obvious English prose content (i.e., music and foreign languages) were associated with improved reading skills; and (3) no positive association was found between reading progress and developmental courses. Contains 21 references. (GLR)

ED 358 777   HE 026 505

Bensimon, Estela Mara
Creating an Institutional Identity out of "Differences": A Case
  Study of Multicultural Organizational Change.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the College
  Reading and Learning Association (Kansas City, MO, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Administrative Change; Affirmative Action; Blacks;
  Case Studies; *Change Strategies; College Administration;
  College Faculty; Cultural Pluralism; Curriculum Development;
  *Diversity (Institutional); Females; Higher Education; Hispanic
  Americans; Leadership; Long Range Planning; *Organizational
  Change; *Organizational Climate; Organizational Objectives;
  Policy Formation; School Policy
IDENTIFIERS- African Americans; Diversity (Faculty); *Diversity
  (Student); Latinos

This case study examines the efforts of one small private liberal arts college to exchange a monocultural organizational structure for one that is grounded in the racial, ethnic, and cultural diversity of the student body. The paper is based on types of postsecondary educational institutions authorized to award credits and degrees, conduct business, or maintain a place of business in the state. Revised statutes cover the following: the legislative declaration, definitions as used in the article, restrictions on the awarding of degrees, the notification and deposit of records upon discontinuance of operations, parties responsible for the administration of article-injunctive proceedings, and punishment for violations. Most of the document present the policies of the Commission which are detailed under the following sections: (1) Introduction; (2) Registration and Authorization; (3) Criteria; (4) Procedures for Review of Accreditation Status, Private College or University; (5) Notification of Institution--Authorization and Termination of State Authorization; and (6) Notification and Deposit of Records Upon Discontinuance of a Program or Institution. The appendix provides "Uniform Information on Programs Offered Via Telecommunications." (GLR)

ED 358 797 HE 026 529

Colorado Higher Education Enrollment Report, Fall 1992.
PUB DATE- Oct 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- College Credits; Comparative Analysis; *Enrollment; Full Time Equivalency; *Graduate Study; Higher Education; In State Students; Out of State Students; Postsecondary Education; Private Colleges; Public Colleges; Statistical Data; *Undergraduate Study
IDENTIFIERS- Air Force Academy CO; *Colorado

This report provides enrollment data for Colorado public postsecondary educational institutions, independent (private, non-profit) institutions, proprietary institutions, and the United States Air Force Academy, for 1992 and compares these figures to those of recent years (since at least 1988). Enrollment is reported by headcount (the actual number of students who enrolled, regardless of the number of classes in which they enrolled), and by full-time equivalent (FTE--a calculation of the total number of student credit hours divided by the number of hours equivalent to a full-time student courseload). Enrollment is also reported by individual institution, by governing board, and by type of institution. And finally, FTE enrollment is reported by in-state, out-of-state, and by undergraduate and graduate level of instruction. Reported data are derived from annual institutional reports to the Colorado Commission on Higher Education, and the National Center for Educational Statistics. (GLR)

ED 358 798 HE 026 531

Howard-Vital, Michelle R.
Who Should Lead?
PUB DATE- Jun 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; Administrator Qualifications; *Administrator Selection; *College Presidents; *Evaluation Criteria;

needs and the curriculum for training must be carefully assessed. As faculty members become more skilled with word processing and desktop publishing, they will begin to use these tools to produce better materials for students, and ultimately to propose software development for specific purposes. The strategic and resource planning tasks needed to get the center underway are reviewed, and the costs to be expected are explored. Operating a successful support center will require regular and effective evaluation. A successful support center requires the following steps: (1) identifying needed services; (2) matching goals and resources; (3) planning to meet goals; (4) keeping track of progress; (5) paying attention to quality and details; and (6) putting the client first. (SLD)

ED 358 816 IR 016 096

Pietras, Jesse John; Murphy, Robert J.
Federal/State Regulatory Reform, Cost Allocation, and CATV/TELCO Distance Learning Initiatives in Connecticut.
PUB DATE- 15 May 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Rutgers Conference in Public Utility Regulation (12th, Ocean Edge, MA, May 26-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Cable Television; Cost Effectiveness; *Distance Education; Educational Technology; *Educational Television; Elementary Secondary Education; Federal Programs; Federal Regulation; Interactive Video; *Resource Allocation; Science Education; State Legislation; State Programs; Teaching Methods; *Telecommunications; Telecourses
IDENTIFIERS- *Connecticut; Fiber Optics; Microwave Transmission; *Reform Efforts; State Regulation

Distance learning in Connecticut has begun to develop in the wake of telecommunications (TELCO) infrastructure modernization. Progress in this area is reviewed and discussed. The state has not yet adopted a standardized statewide policy governing the delivery of educational telecommunications programing, and various private producers currently provide remote education services in the state. SciStar, a microwave delivered interactive science education distance learning curriculum, is an example of a privately produced service that participating schools purchase. The Connecticut State Department of Education is completing a two-channel instructional television fixed service that will eventually deliver instructional programing to every school in the state. The regulation and legislation involved are reviewed, and costs of private and public sector programs are explored. The present and future participation of cable television (CATV) companies is described. A look at available technology suggests that fiber is the best transmission medium for two-way full-motion audio and video where students and teacher can interact in real time. Connecticut's Public Act 92-146 is evidence that the state has taken steps to ensure that there is accountability by franchise operators for the technologies that will shape instructional uses of telecommunications. Seven tables illustrate the discussion. (Contains 42 references.) (SLD)

ED 358 817 IR 016 097

Graves, William H.; And Others

presented by conventional radio, scripts are written to solicit responses from the children. Data from Honduras and Bolivia include both costs and measures of effectiveness, but data from Lesotho are for costs only. In Honduras, almost 200,000 children and 6,000 teachers used the radio lessons in 1990. Evaluations were conducted with three groups from different parts of the country. In Bolivia, where lessons reach about 50,000 children, evaluations have been conducted for grades 2, 3, and 4. English language instruction in Lesotho is delivered by radio to about 200,000 children; in contrast to Bolivia and Honduras, broadcasts are on government-owned, rather than privately owned, radio stations. Data suggest that IRI is a powerful instructional tool, possibly even more cost effective than textbooks or teacher training. Achievement gains in Bolivia and Honduras were striking. IRI should be considered along with textbooks and teacher training when educational planners consider options for improving basic education. Twelve tables and eight figures present study data. (Contains 16 references.) (SLD)

ED 358 834 IR 016 117

Educational Telecommunications. Final Report of the NEA Special Committee on Telecommunications.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Advisory Committees; *Distance Education; Educational Policy; *Educational Technology; Elementary Secondary Education; *Equal Education; Guidelines; Policy Formation; Program Implementation; School Restructuring; Teacher Certification; *Teacher Role; Technical Assistance; *Telecommunications; Training
IDENTIFIERS- *National Education Association; Regulatory Programs

In meeting its charge to investigate the role and impact of telecommunications technology on education and to make policy recommendations to the National Education Association (NEA), the NEA Special Committee on Telecommunications read and discussed numerous reports on educational applications of telecommunications and heard presentations from many interested parties. The committee agreed that teachers and other education employees are central to the success of any telecommunications project and that they must be involved at every stage if the project is to have educational value. The committee also found that distance learning networks have the capacity to reduce inequity and to be effective tools in school restructuring efforts. To improve telecommunications, the committee strongly recommended telephone service for every classroom. The need for technical assistance and training at all levels, along with sufficient preparation time for the development of effective learning strategies was recognized. It was also recommended that schools choose the system that is most appropriate for them and that no reduction of hours or compensation occur for any employee as a result of telecommunications use. States are encouraged to develop policies for licensing teachers involved in distance education. The NEA recognizes its obligation to inform members about telecommunications advances and current and proposed regulations that influence education. (Contains 27 references.) (SLD)

ED 358 835 IR 016 121

Evaluation; Instructional Development; Intermediate Grades; Learning Activities; Observation; Secondary Education; Secondary School Students; *Student Attitudes; Summative Evaluation; Summer Programs
IDENTIFIERS- Student Surveys; *Virtual Reality

The goal of this study was to take a first step in evaluating the potential of virtual reality (VR) as a learning environment. The context of the study was The Technology Academy, a technology-oriented summer day camp for students ages 5-18, where student activities center around hands-on exploration of new technology (e.g., robotics, MIDI digital sound interfaces, multi-media, and virtual reality) during 1 week sessions. Information was gathered during a 7-week period in order to evaluate VR in terms of usefulness and appeal to students ages 10-15 and to document the students' behavior and opinions as they used VR to construct and explore their own virtual worlds. Concurrently, usability data were collected on system design issues in tailoring VR to learning applications. This report outlines the theoretical framework of the study, describes the research context, and outlines the students' VR activities. Both the pedagogical methodology in designing the students' learning experience and the observation methodology used to record and evaluate student responses are described. A summary of the results of the forced choice and open-ended questions given to the students on an opinion survey are included in the report, as well as a discussion of the observations of the students and descriptions of the virtual worlds constructed by the students. The report concludes with a preliminary evaluation of the usefulness of VR for education. (Contains 23 references.) (ALF)

ED 358 854   IR 054 568

Wilder, Stanley, Comp.
Louisiana Academic Library Statistics. Selected Statistics from the 1992 IPEDS Survey of Academic Libraries. Revised and Corrected.
PUB DATE- 30 Mar 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Liberal Arts; Library Collections; Library Expenditures; *Library Personnel; Library Services; *Library Statistics; Library Surveys; Management Information Systems; *Research Libraries; State Surveys
IDENTIFIERS- *Integrated Postsecondary Education Data System; *Louisiana

This compilation is an unofficial, prepublication summary of the Louisiana 1992 Integrated Postsecondary Education Data System (IPEDS) academic library statistics forms. The official publication will be issued by the National Center for Education Statistics. This document was inspired by the desire of library directors to have a more timely and easy to use presentation of IPEDS statistics. Libraries are grouped according to the Carnegie Classification as Research (Research, Doctoral II, and Medical School), 2-Year, Comprehensive, and Liberal Arts II. Summary data are given for services to patrons, collections, expenditures, and staff. Academic libraries in Louisiana employed 1,428.5 staff members, and contained 10,467,278 volumes. The overall circulation of 2,081,360 items for the state was primarily divided between comprehensive (51.5

interviews with officials of 20 selected library literacy programs, and data submitted in the nominations of 68 programs from 22 states. Part 1 describes the leadership, organizational and staff support, and key components of the library literacy program studied. These programs regard community members as clients and literacy programming as essential to the library mission. All made effective use of publicity and were able to pick the time to implement the program effectively. Needs assessment prepared the libraries to deal with any community resistance and meet community information needs. Details of library services offered are sketched. Part 2 provides detailed case study site descriptions for sites in California, Florida, Georgia, Minnesota, and Washington. In Part 3, the study framework and approach are described, and Part 4 gives summary descriptions of 49 nominated programs by state. (Contains 32 endnotes.) (SLD)

ED 358 873 JC 910 497

Hochman, Darlene; Kaplan, Paul
Suffolk Community College Early Childhood Program Review.
PUB DATE- Jun 90
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Education Courses; Education Majors; *Preschool Education; Program Descriptions; Student Teaching; Teacher Certification; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Employment; Two Year Colleges; Two Year College Students
IDENTIFIERS- Suffolk County Community College NY

The Early Childhood Program (ECP) at Suffolk County Community College (SCCC) was established to train students in the instruction of young children by providing them with theoretical knowledge, skills training, and practical experience. This report provides information on the philosophy, structure, and outcomes of the ECP. The first section discusses the goals for the ECP and its students, while the second details the curriculum and student advisement practices. The third section highlights enrollment trends from 1981 to 1989 and demographic variables of students from fall 1989. The next two sections discuss program resources, focussing on equipment, facilities, supplies, and library materials. The sixth section discusses staffing issues, including faculty/student ratio, faculty satisfaction, and hiring practices. The seventh section discusses the effect of changes in New York state teacher requirements on the ECP, while the final section provides 15 recommendations for improvement. Extensive appendixes provide information on procedures and requirements for entering students; six ECP course outlines; a sample letter of cooperation between SCCC and a field experience center; sample instruments for follow-up surveys, employer evaluations of ECP graduates, student surveys, and instructor evaluations of the ECP, as well as results of follow-up surveys for four selected academic years between 1977 and 1986-87; student persistence reports for fall 1989; a list of library resources; minutes from meetings of ECP faculty from 1988 through 1990 discussing procedures and policies; and a list of jobs for graduates. (MAB)

ED 358 874 JC 930 194

Cannon, Delinda T.; And Others

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Curriculum; Community Colleges; Consortia; Cultural Awareness; *Curriculum Development; *Global Approach; Higher Education; *Intercollegiate Cooperation; *International Programs; Multicultural Education; *Partnerships in Education; Program Descriptions; Second Language Instruction; Second Language Learning; Shared Resources and Services; Two Year Colleges

IDENTIFIERS- Beacon College Projects; *Kalamazoo Valley Community College MI

In an effort to increase the effectiveness of international studies and to improve resource sharing among institutions, Kalamazoo Valley Community College (KVCC), in Michigan, has created a consortium for international studies and foreign languages among 15 Michigan community colleges and Michigan State University (MSU). The consortium was funded by the federal government to design, establish, and operate a regionally based, globally focused, "International Studies and Foreign Language Program Development Institute for Community Colleges." Over a 3-year period, the consortium will assist 21 other two-year colleges in Illinois, Indiana, Ohio, Wisconsin, and Michigan in establishing or expanding their international studies and foreign-language curricula. In the mid-1980s, KVCC added, as part of its core general education mission, the integration of international education into the college mainstream. Since then, the college's 54-member International Studies Group has infused 47 international modules into 29 courses, developed or revised 22 international courses, and established 24 foreign language courses. The college's International Studies Program currently enrolls 150 students, and KVCC's commitment to international studies is reflected in four externally funded projects emphasizing consortia building and curriculum development efforts. Other international education activities involving KVCC and other consortia members include faculty attendance at mini-seminars sponsored by MSU, 1- and 2-day consultancies with MSU curriculum experts, summer study abroad programs, and "sister college" linkages with overseas institutions. (PAA)

ED 358 890 JC 930 324

Badra, Robert; Palleschi, Helen

Partnerships across the Disciplines: The Humanities, Science and Technology: Making Connections.

PUB DATE- 93

NOTE- 27p.; In: "Practicing Community Leadership: Partnerships Are the Key to Success"; see JC 930 320.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; College Instruction; Community Colleges; *Core Curriculum; Course Content; Curriculum Development; Faculty Development; *General Education; *Humanities; Humanities Instruction; *Interdisciplinary Approach; *Partnerships in Education; Science Education; *Summer Programs; Two Year Colleges; Vocational Education

IDENTIFIERS- *Kalamazoo Valley Community College MI

In 1988, 11 faculty members at Kalamazoo Valley Community College (KVCC), Michigan, taught a customized honors class at KVCC focussing on connections between disciplines. It soon became

Attendance; *College Outcomes Assessment; College Transfer Students; Community Colleges; *Educational Assessment; Employer Attitudes; Followup Studies; Graduate Surveys; Majors (Students); Participant Satisfaction; School Demography; School Holding Power; School Surveys; *Self Evaluation (Groups); *Student Attitudes; Student Attrition; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Prince Georges Community College MD

Each year a study is conducted at Prince George's Community College (PGCC) to update data on student outcomes in accordance with guidelines issued by the Maryland Higher Education Commission (MHEC). Data for the 1993 report were drawn from assessment processes at the classroom, departmental, and institutional levels and are intended to inform the Board of Trustees and larger PGCC community about the achievements of students enrolled in credit classes at PGCC. Results of the study included the following: (1) the proportion of students who pass credit classes has increased since 1986, with 77% passing in fiscal year 1992; (2) based on MHEC analyses of enrollment and degree files for the state, one-third of fall 1988 PGCC entrants had transferred or graduated after four years, yielding an institutional transfer rate of 28% and a graduation rate of almost 11%; (3) two-thirds of the students graduating in 1991-92 were employed in full-time jobs when surveyed during spring 1993, with another 20% working part-time; (4) licensure examination pass rates for PGCC graduates in 1992 ranged from 93% for respiratory therapist graduates, 90% for nursing, 81% for radiography, and 67% for medical records; (5) in graduates' self-assessments of their PGCC experience, enjoyment of learning, self-confidence, and clarification of goals received the highest ratings; and (6) in 1992-93 student evaluations of 235 teaching faculty, 23% of the teachers received average scores of below 4.0 on a scale of 5. Tables and a selected bibliography of PGCC institutional research studies are included. (MAB)

ED 358 906 JC 930 341

Conklin, Karen A.
Constituent Perceptions of a Community College: An "Image" Study.
PUB DATE- May 93
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; College Outcomes Assessment; *Community Attitudes; Community Colleges; Community Role; *Community Satisfaction; Community Surveys; Mission Statements; *Organizational Objectives; *Program Effectiveness; Public Opinion; Relevance (Education); *School Community Relationship; *School Effectiveness; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Every 5 years, Johnson County Community College (JCCC), in Overland Park, Kansas, conducts a study of community perceptions to measure the level of community satisfaction with the overall mission of the college. Specifically, the studies seek to measure constituents' awareness of JCCC's role, their support of the college's activities to fulfill this role, and their perceptions of JCCC's performance. The 1992 study gathered data from 15-minute telephone interviews of 524 randomly selected adults living within the college's service

service to communities of color by establishing neighborhood-based advocates of ECCE, increasing the sensitivity of providers and agencies, and addressing housing and transportation issues; (5) increasing employer involvement in ECCE; (6) improving the quality of services by providing training and development opportunities for providers and supporting accreditation and certification programs; (7) resolving financial difficulties by increasing assistance to parents; and (8) establishing an effective collaborative structure to implement recommendations. The Community Partnership's accomplishments over the 2-year planning and development period were in the areas of service development, changes in service delivery, committee development, collaborative grant proposals and fundraising, events and activities, and increased information dissemination and exchange. This four-part report includes a rationale for ECCE, the Task Force's draft action plan, detailed recommendations comprising the bulk of the report, and an overview of accomplishments. An appendix provides child care statistics for Ramsey County. (AC)

ED 358 924 PS 021 420

Crockenberg, Susan; Lourie, Andrea
Conflict Strategies: Parents with Children and Children with Peers.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Conflict; *Conflict Resolution; Emotional Adjustment; Followup Studies; Hypothesis Testing; *Parent Child Relationship; *Parent Influence; *Power Structure; *Predictor Variables; Social Behavior; Social Development; Socialization; Young Children

A study investigated whether parents' use of power-assertive or negotiating strategies to resolve conflicts with children predicted children's psychosocial adjustment and use of comparable strategies with peers. The study also determined whether children's behavior with mothers at 2 years of age predicted their behavior with peers at age 6. The study began with a sample of 95 predominantly white, middle-class families and concluded 4 years later with 42 of the mothers, 28 fathers, and their children (20 boys and 22 girls). When the children were 2, mothers and children were observed during a laboratory clean-up task, and children and other family members were observed at home during dinner preparation. Tapes of the observations were transcribed and coded to indicate the frequency of parental use of negative control, control, guidance, and responsiveness. Affective responses and child defiance or compliance were also coded. When the children were 6, the families were recontacted. Parents were administered the Parent Child Conflict Interview and the Child Behavior Checklist; and children were independently administered the Child Peer Conflict Interview and the Preschool Interpersonal Problem Solving Test. Both fathers' and mothers' coercion during parent-child conflict predicted children's concurrent use of coercion with peers. Children of coercive fathers had more aggressive and total problems. Both maternal and child power assertion at age 2 predicted child behavior adjustment at and marital alliances, as measured by the FRG, were consistently related to parental divorce, family enmeshment, cohesion, open conflict, individuation, and traditionality in ways that were predicted by developmental and family systems theories. Discriminant validity of the FRG was supported by a general lack of significant relationships between FRG scores and measures of self-esteem and depression. (Author/MM)

ED 358 943 PS 021 467

Schwartz-Kenney, Beth M.; Buford, Katherine B.
Effects of Misleading Postevent Information on Children's Memory.
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cognitive Development; Individual Development; *Misconceptions; *Preschool Children; Preschool Education; *Recall (Psychology)

This study examined the influence of misleading information on children's memory of a real-life event. After participating in a play session, 10 three-year-old children and 10 six-year-old children heard a narrative that included inaccurate information about the play session. The children were then presented with items from the play session (event items), items from the narrative (suggested items), and novel items that were not present during the play session or narrative. Children were instructed to respond with a yes or no to indicate if they remembered seeing the item during the play session. Children's memories for control items were compared to their memories for misled items. Results illustrated that misinformation effects were dependent upon age group and type of measure used to assess memory impairment. Only younger children evidenced significantly poorer performance on misled event items compared to control event items. However, no significant effect due to item type emerged when measuring misinformation interference, a measure believed to eliminate bias. (MM)

ED 358 944 PS 021 468

Feldman, Robert S.; Coats, Erik
Socialization Processes in Encoding and Decoding: Learning Effective Nonverbal Behavior.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Anger; Audience Response; Child Behavior; Children; *Communication Skills; Elementary Education; Elementary School Students; *Emotional Response; *Encoding (Psychology); Facial Expressions; *Nonverbal Communication; *Socialization; *Television Viewing
IDENTIFIERS- *Decoding (Psychology); Happiness; Sadness

This study examined the relationship of nonverbal encoding and decoding skills to the level of exposure to television. Subjects were children in second through sixth grade. Three basic areas of parenting, and about 80 special events and family activities were organized throughout the year. The report concludes that the program made progress toward accomplishing its goals and that parents responded enthusiastically. Data are displayed in 11 tables. Appendices include program goals and Public Act 85-1046 (the legislation mandating this type of program); lists of advisory board members and collaborating agencies and programs; the parent training program evaluation form; and parent comments. (MM)

ED 358 963 PS 021 495

Kwok, David C.; Lai, Daniel W.
The Self-Perception of Competence by Canadian and Chinese Children.
PUB DATE- May 93
NOTE- 27p.; Paper presented at the Annual Convention of the Canadian Psychological Association (Montreal, Quebec, Canada, May, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Cross Cultural Studies; *Cultural Differences; Elementary School Students; Foreign Countries; Grade 4; Intermediate Grades; *Mathematics Achievement; *Self Concept; Self Concept Measures; *Self Evaluation (Individuals)
IDENTIFIERS- *Canadians; *Chinese People; Hong Kong

This study investigated cultural differences in self-perception of competence and mathematics achievement in Canadian and Chinese elementary school students. The Self-Perception Profile for Children (SPPC) was administered to 125 fourth-grade Canadian children randomly selected from schools in an urban school district. The SPPC was translated into Chinese and administered to a comparative sample of 128 children from Chinese-speaking schools in Hong Kong. Children were also administered a mathematics achievement test constructed by a team of bilingual researchers from Japan, Taiwan, and the United States. Results showed positive correlations between perceived scholastic competence and performance on the math achievement test for both Canadian and Hong Kong Chinese. Hong Kong Chinese children outperformed their Canadian peers on the math achievement test. An overwhelming similarity in factor pattern was found between the Canadian sample and a similar American sample in a previous study. Canadian children evaluated themselves much higher than Hong Kong Chinese children in scholastic competence, athletic competence, physical appearance, and global self-worth. No significant differences were found in the children's self-evaluation of social acceptance and behavioral conduct. The self-perception profile in English and Chinese is appended. (MM)

ED 358 964 PS 021 497

Falk, Beverly; Darling-Hammond, Linda
The Primary Language Record at P.S. 261: How Assessment Transforms Teaching and Learning. A Series on Authentic Assessment and Accountability.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Mar 93

positivist and interpretive methods results in the following theoretical assumptions: (1) there are multiple realities; however, the reality of the targeted research participant is of primary concern; (2) the research participant, teacher, and researcher continually interact, calling for an understanding of differences in realities; (3) research seeks to generalize theoretically, not statistically; (4) causality of realities may demonstrate functional relationships; and (5) the values of everyone involved in the research must be defined to control bias. This method allows researchers to connect student behavior with internal states and subsequently attempt to affect internal states through behavior intervention. (LP)

ED 358 982 RC 019 155

Hepburn, Eric; Repps, Ronald E.
Ethnosociology: An Interdisciplinary, Interpretive Research Model for Inquiry in Rural Special Education.
PUB DATE- 93
NOTE- 12p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Interpretation; Educational Anthropology; *Educational Sociology; Elementary Secondary Education; Ethnography; Existentialism; *Interdisciplinary Approach; Models; *Research Methodology; *Rural Education; *Special Education
IDENTIFIERS- Ethnomethodology; Social Construction of Reality

This paper describes ethnosociology and provides an application of this interpretive research model in dealing with problems in rural special education. The expansion of rural special education knowledge should begin with discovering and elaborating on special education knowledge at the local theory level. Such inquiry would be based on the following principles of ethnosociology (which combine interpretive anthropology, enthromethodology, and existential sociology): (1) reality is socially constructed through interaction and reflection, and is constantly changing; (2) cultural meanings provide for the ways to construct realities; (3) individuals choose their actions based on socially constructed local theories of social order; (4) at any given time, local theories of social order are potentially rational and irrational, cognitive and affective, conscious and tactic, and formal and informal; (5) local theories of special education social order are the proper subject matter for an ethnosociology of special education; (6) local theories of social order are primarily accessible through the use of interpretive ethnographic methodologies; and (7) interpretive researchers should reflect on their own local theories of the special education phenomena under study. An application of this model to the problem of recruitment and retention of rural special education teachers is presented. (LP)

ED 358 983 RC 019 156

Iverson, Landa J.; Krabo, Judith J.
The Hmong in Rural Areas: Critical Issues in Special Education.
PUB DATE- 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All

Strategies for Special Education Inclusion in General Education: Implications for Rural Schools.
PUB DATE- Mar 93
NOTE- 12p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Disabilities; Educational Change; *Educational Improvement; Elementary Secondary Education; High Risk Students; *Instructional Leadership; *Mainstreaming; Models; *Regular and Special Education Relationship; *Rural Schools; Special Education
IDENTIFIERS- *West Feliciana Parish School District LA

Since 1975, when a federal task force first recommended educating mildly and moderately disabled students in the regular classroom, support has grown for full inclusion of all students in the mainstream. West Feliciana Parish (Louisiana), a poor rural school district in which all students are designated at-risk, has successfully integrated all elementary students into regular classrooms and has integrated secondary students into vocational and community-based instructional programs, as needed. Special education professionals serve as consultants to aid classroom teachers in meeting the needs of all students so that every child experiences optimal learning, is valued and respected, and has maximum interaction with peers. Since the program began, identification of special education students and elementary-level discipline referrals have decreased, standardized test scores have increased, and many students from private school settings have enrolled in the public schools. A model of how to conceptualize, plan, and implement systemic change such as full inclusion is presented and applied to the case of West Feliciana, focusing on the role of the superintendent in developing and communicating the vision, planning and providing resources, providing training and development, monitoring progress, continuing to give assistance, and creating an atmosphere and culture for change. (SV)

ED 359 001 RC 019 174

Gruenhagen, Kathleen A.; Leslein, Betty S.
Using Law-Related Education as a Lifeline for Rural At-Risk Students.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Delinquency Prevention; Dropout Prevention; Elementary School Students; Enrichment Activities; *High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Law Related Education; Middle Schools; *Program Effectiveness; *Rural Education; Rural Schools; *Student Attitudes
IDENTIFIERS- Gilmer County School District GA; Middle School Students

ED 359 018 SE 052 496

Willis, Sue, Ed.
Being Numerate: What Counts? A Fresh Look at the Basics.
PUB DATE- 90
NOTE- 199p.; This volume is second in a series of Australian Studies in Compulsory Schooling.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Structures; Diagnostic Teaching; *Educational Change; Elementary School Mathematics; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Job Skills; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Numeracy; Problem Solving; Secondary School Mathematics; Social Studies; Student Evaluation
IDENTIFIERS- Alternative Assessment; *Australia; *Number Sense

To be numerate is to be able to function mathematically in one's daily life. The kinds of mathematics skills and understandings necessary to function effectively in daily life are changing. Despite an awareness in Australia of new skills necessary for the information age and calls that the schools should be instrumental in preparing students with these new skills, there still seems to be resistance to changes in school mathematics. This book contains a collection of eight papers that address the question of what kind of conditions are most likely to facilitate changes in school mathematics and instruction. The papers include: (1) "Numeracy and Society: The Shifting Ground" (Sue Willis); (2) "Becoming Numerate: Developing Number Sense" (Alistair McIntosh); (3) "Becoming Numerate: Developing Conceptual Structures" (Malcolm Swan); (4) Recontextualizing Mathematics: Numeracy as Problem Solving" (Kaye Stacey); (5) "Beyond the Mathematics Classroom: Numeracy for Learning" (Anne Chapman, Marian Kemp, and Barry Kissane); (6) Beyond the Mathematics Classroom: Numeracy on the Job" (John Foyster); (7) Evaluating Assessment: Examining Alternatives" (Lynn S. Joffe); and (8) "Reforming Mathematics: Supporting Teachers to Reshape Their Practice" (Doug Clarke, Charles Lovitt, and Max Stephens). An annotated list of supplementary reading arranged by chapter; notes on the authors; and an index are provided. (MDH)

ED 359 019 SE 052 579

Pechman, Ellen M.
Modeling Mathematics Teaching Excellence. Implementation Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 121p.; For volumes I-III, the Users' Manual, the Assessment Instruments, and the Staff Development Guidelines, see SE 052 580-582. This assessment package is based upon material developed by the CATALYST Project for the Mathematics Assessment Process for the Middle Grades (1990 Pilot Edition).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; Data Analysis; Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Excellence in Education; *Faculty Development; Mathematics Education; *Mathematics

Disabilities in Science and Engineering. (PR)

ED 359 035 SE 053 336

Cobern, William W.
World View--Reality as Viewed by Students: A Synopsis of Methodology. Scientific Literacy and Cultural Studies Project (SLCSP), Working Paper 101.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *College Science; College Students; Concept Formation; *Educational Research; Environment; *Evaluation Methods; Higher Education; *Interviews; Qualitative Research; *Questioning Techniques; *Science Education

In recent years researchers have had a keen interest in scientific misconceptions and conceptual change. This paper describes approaches that can be used to provide a greater understanding of how students understand reality. The objective is to map belief space or terrain of belief regarding nature, i.e., to map the qualitatively different conceptualizations of nature held by students, including their perceived relationship to nature, and causality. The primary method used is the semi-structured interview. Interview sequence #1 explores the essence of nature that starts with landscape photographs and questions. Subsequently, 3 devices are employed to elicit conversation beyond what the questions and photographs could accomplish. These involve three sets of words and sentences (word sort, statement sort, and dyad comparisons) that relate ideas about nature and utilize a think aloud protocol. Interview sequence #2 explores the person's perceived relationship with nature. Sequence #3 investigates the understanding of cause. (PR)

ED 359 036 SE 053 358

Enabling the Future: Linking Science and Technology to Societal Goals. A Report.
PUB DATE- Sep 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Federal Government; Higher Education; Policy; Position Papers; Public Sector; *Science and Society; Science Education; Sciences; *Technology

This report seeks ways to improve the knowledge, understanding, and information available to the federal government on the long-term nature of the science and technology (S&T) enterprise as it relates to societal goals. The recommendations focus on a few key issues: improving the national capacity to define and revise long-term S&T goals; linking S&T programs and goals more closely and clearly to broader societal goals; and building more effective linkages between governments (especially the federal government) and other sectors of society in debating, articulating, and pursuing these goals while assessing progress toward their achievement. The main body of the book consists of an executive summary and the following chapters: (1)"Linking Science and Technology to Societal Goals"; (2) "Setting S&T Goals"; (3) "The Need for Long-Term Goals: Selected

(055)
DESCRIPTORS- Curriculum Development; *Educational Quality; High Schools; Junior High Schools; Newsletters; *Problem Solving; *Science and Society; Science Curriculum; *Science Education; Secondary School Science

As the nation's schools respond to calls for improved science education, educators are faced with the challenge of making what is learned in the classroom applicable to what is happening in society. This newsletter article discusses constructive and erroneous definitions of science, identifies several national reform efforts in the area of science education, and describes four exemplary science programs, at high schools in Iowa, Wisconsin, Washington State, and New Jersey, respectively. It is concluded that the science encountered in schools has no meaning in the students' regular lives and therefore seems unrelated and useless to them. Science/Technology/Society, a reform effort headquartered at Penn State University, is an effort to cast learning into a real world context where students bring their experiences into the classroom, where students ask questions and find their own solutions and explanations, and where teachers guide students rather than force them along a path. (PR)

ED 359 058   SE 053 520

Meinhard, Richard, Ed.
Concept/Process-Based Science in the Elementary School. Science Curriculum Concept Paper #5.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Concept Formation; Curriculum Development; Educational Change; Elementary Education; Elementary School Science; Evaluation; *Experiential Learning; *Inservice Teacher Education; Instructional Improvement; Language; Learning Processes; *Problem Solving; *Science Curriculum; *Science Education; Science Materials; Science Teachers; Social Influences; Staff Development; Textbooks
IDENTIFIERS- *Hands on Science; *Science Process Skills

The Oregon vision for transforming science education is called concept/process-based science. It is not a program but a conceptual framework which presents goals for the direction of science program development. It focuses science programs on helping students develop basic scientific understandings through the use of the key processes of human problem solving. Section 1 of this document, "Elementary Science Education," consists of two subsections: "The Vision for Concept/Process-Based Elementary Science" and "Promoting the Development of Thought." The latter deals with coordinating five basic sources or factors which provide stimulation and support for students' cognitive growth. These are: (1) experience with objects; (2) social interaction; (3) beginning capabilities in initial conceptions; (4) language; and (5) development--coordinating the factors. Section 2, "Changes In Elementary School Science," consists of the following subsections: (1) "Changes in Curriculum"; (2) "Changes in Learning"; (3) "Changes in Instruction"; and (4) "Changes in Evaluation." Section 3,

ED 359 077 SO 021 827

Quality Education for Citizenship, Complexity, Justice and Human Liberation: Two Perspectives on Peace Education: Kathleen Kanet, James P. Keen, and the Project "Preparedness for Peace." Reprints and Miniprints, No. 687.
PUB DATE- Feb 90
NOTE- 35p.; Interviewer: Ake Bjerstedt.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Elementary Secondary Education; *Environmental Education; *Ethical Instruction; Foreign Countries; *Global Approach; Higher Education; Moral Values; *Peace; Teacher Education Programs
IDENTIFIERS- Kanet (Kathleen); Keen (James P); *Peace Education

This document presents portions of two interviews on topics relating to peace education. Interviewees include Sister Kathleen Kanet of the Intercommunity Center for Justice and Peace, New York, and Professor James P. Keen, director of the Governor's School of Public Issues and the Future of New Jersey. Kanet describes a series of seminars for preparing teachers to instruct students on the subject of peace and presents her general views of peace education. Keen describes his background and explains what he perceives as the meaning of the term "peace education" and how he approaches the subject. He also examines differences in approaching the subject with older and younger students. An attached appendix includes an extract from the program description of the Governor's School on Public Issues and the Future of New Jersey. (SG)

ED 359 078 SO 021 828

Education for Peace and Mutual Understanding: A Perspective from the Soviet Union: Valentina Mitina and the Project "Preparedness for Peace." Reprints and Miniprints, No. 689.
PUB DATE- Feb 90
NOTE- 17p.; Interviewer: Ake Bjerstedt.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Conflict Resolution; Elementary Secondary Education; Environmental Education; *Ethical Instruction; Foreign Countries; *Global Approach; Higher Education; International Education; International Relations; *Moral Values; Multicultural Education; *Peace; Social Studies; Teacher Education Programs
IDENTIFIERS- *Peace Education; *USSR

As part of an effort by the project group "Preparedness for Peace", this publication presents a conversation with Dr. Valentina Mitina of the Research Institute of General Pedagogy, USSR Academy of Pedagogical Sciences. Dr. Mitina, a senior researcher specializing in comparative education, is also an activist in nongovernmental organizations. Mitina offers her definition and views of peace education and explains what role the Soviet Union can play in the field. She explores the terms "disarmament education" and "education for international understanding" and the difficulties of introducing peace studies into a curriculum. The document includes notes about Mitina and presents an appendix that describes the Soviet

Diploma Examination.
PUB DATE- 92
NOTE- 94p.; Contains many pages of handwritten text.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Foreign Countries; High Schools; High School Students; *National Competency Tests; Social Studies; Writing (Composition); Writing Ability; *Writing Achievement; *Writing Evaluation; *Writing Strategies; Writing Tests
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This booklet, which concerns student writing on a social studies examination given to Alberta (Canada) students, addresses two major purposes. First, the booklet illustrates and compares two important levels of expectations, or standards, that have been set for student writing on this examination: satisfactory and excellent. Second, it provides suggestions in the hope that they will help students to move beyond satisfactory writing. Sample papers are included in this booklet, with accompanying commentaries, to illustrate approaches taken by students who have produced writing at each of the two levels. These approaches are compared, and suggestions to improve student writing strategies for the examination are provided. Each sample of students' writing in this booklet is reproduced as it appeared to the markers; that is, in the student's own handwriting. (DB)

ED 359 102 SO 022 869

Lofgren, Horst
Immigrant Students in Sweden: A Comparative Study between Different Immigrant Groups and a Sample of Swedish Students. Educational and Psychological Interactions No. 109.
PUB DATE- Nov 91
NOTE- 93p.; Translator: Ulf Jakobsson.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Compulsory Education; Cross Cultural Studies; Elementary School Students; Elementary Secondary Education; *Family Environment; Foreign Countries; Secondary School Students; *Second Language Learning; Social Science Research; *Swedish
IDENTIFIERS- *Sweden

A study sought information about the success of the Swedish 9-year compulsory comprehensive school for students with home language other than Swedish. Immigrant adolescents and a sample of Swedish students answered a questionnaire discussing their lines of study after comprehensive school and the students' views on the home language instruction and instruction in Swedish as a second language. The size of some of the immigrant groups was large enough to enable a comparison between language groups. One objective was to examine the development of the immigrant students overall and seek potential causal relationships between certain background factors, the children's home environment, language usage, home language instruction, and study success. The results presented rather small differences between immigrant students and a sample of Swedish students. The most important prerequisite for school success was proficiency in Swedish. Immigrant students with a sufficiently good command of Swedish managed on average as well as Swedish students, in some language groups even better. Without a sufficient proficiency in Swedish, the chances were

Science Research

This paper reports on findings of a research questionnaire in which both male and female pharmacists were surveyed about their own experiences of sexual harassment. Of the 35 responses received, 25 (23 males and 2 females) reported that they had not been subjected to any kind of sexual harassment. Ten (4 males and 6 females) reported that they had. The various strategies used by the pharmacists in response to the harassment are discussed. The strongest message coming from the results was that the victims of harassment wanted to feel that they maintained at least some control over their lives; that they could make choices even when they were being victimized. Copies of the questionnaire and the author's cover letter to the pharmacists are included. (DB)

ED 359 124 SO 023 119

Jarausch, Konrad H.
Concerns for the Historical Profession: A Liberal Perspective.
PUB DATE- 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Historical Association (Washington, DC, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Educational Change; Educational Trends; Equal Education; Foreign Countries; Higher Education; Intellectual Disciplines; *Multicultural Education; World History
IDENTIFIERS- *Germany; *Political Correctness

This paper contends that the debate over multiculturalism in the university is best understood from a broadened historical perspective. The experiences of educational reformers in Germany and the impact of fascism and communism are explored. Based on a historical approach to the multiculturalism debate, three areas of particular concern are identified: the first is a struggle about access and who belongs to the profession; the second is a conflict about the canon that revolves around what the profession does; and third is a clash about advocacy that involves how the profession relates to politics. In the debate over access to the university, the Central European record suggests broadening opportunities without restricting outcomes. In curricular questions, the German evidence points to widening the scope without mandating new orthodoxies. In politics, the Nazi and Stalinist experiences indicate that commitment needs to be tempered by professional restraint. The paper concludes with thoughts about the kind of profession for which historians might strive. (DB)

ED 359 125 SO 023 120

Parker, Franklin
Lawrence Arthur Cremin (1925-90), U.S. Educational Historian and President, Teachers College, Columbia University (1974-84): Contributions to Higher Education.
PUB DATE- 16 Mar 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biographies; *Educational History; *Higher Education; Teachers

Colburn, Alan
Creating Professional Development Schools. Fastback 352.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Historical Materials (060)
DESCRIPTORS- Administrator Role; *College School Cooperation; *Educational Environment; Educational History; Educational Principles; Elementary Secondary Education; Higher Education; *Program Development; *Program Implementation; *School Role; Teacher Role
IDENTIFIERS- *Professional Development Schools

Several factors may interfere with the effective collaboration between universities and K-12 schools, a key element in the process of establishing and operating professional development schools (PDSs). These factors relate to differences in school and university cultures and the impact of these differences on the respective faculties. Among the differences are differences in work tempo, professional focus, career reward structure, sense of personal power and efficacy, academic freedom, and approach to preservice teacher education. Investigation of four professional development school sites reveals a variety of strategies that schools and universities (Virginia Commonwealth University, Kansas State University, Michigan State University, and the University of Northern Colorado) are using to overcome barriers to collaboration. This booklet provides a rationale for professional development schools, lists common characteristics, briefly describes examples of successful operations, places PDSs in historical context, identifies factors that contribute to successful collaboration, and suggests things that school administrators can do to achieve successul collaboration. (IAH)

ED 359 147   SP 034 521

Education and Social Service Occupations and Clergy. Reprinted from the Occupational Outlook Handbook, 1992-93 Edition. Bulletin 2400-6.
PUB DATE- 93
NOTE- 29p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Clergy; Employment Opportunities; *Employment Projections; Employment Qualifications; Income; Job Skills; Labor Needs; Occupational Information; Social Services; *Social Workers; *Teachers; Teaching (Occupation); *Work Environment

This reprint from the "Occupational Outlook Handbook" describes employment opportunities in the areas of education, social services, and clergy. Specific occupations addressed are adult education teachers, archivists and curators, college and university faculty, counselors, education administrators, human services workers, kindergarten and elementary school teachers, librarians, library technicians, Protestant ministers, rabbis, recreation workers, Roman Catholic priests, secondary school teachers, social workers, and teacher aides. For each occupation, the employment information provided includes: the nature of the work; working conditions; employment (numbers employed in field, types of placement, etc.); training, other the unit. Findings indicate that student motivational orientation can be changed based upon exposure over time to an environment with a particular motivational orientation. Appendices provide the survey questions as categorized; the survey as given to students; the contract and questions given to students in the endogenous group; and suggestions for increasing student motivation. Fourteen figures displaying seven categories of data for each group are included. (Author/LL)

ED 359 167 SP 034 607

Zeichner, Kenneth M.
Educating Teachers for Cultural Diversity. NCRTL Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Attitude Change; Classroom Techniques; *Cultural Differences; Elementary Secondary Education; Higher Education; Literature Reviews; Minority Groups; Multicultural Education; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Effectiveness; *Teaching Models; Urban Schools
IDENTIFIERS- Diversity (Student); *Teacher Knowledge

This report addresses various dimensions of a major policy issue in teacher education--the need to help all teachers acquire the attitudes, knowledge, skills, and dispositions necessary to work effectively with a diverse student population. The differences are related to social class, ethnicity, culture, and language. The problem of educating teachers for diversity is one of educating white, monolingual, and mostly female teacher education students during preservice teacher education. Several aaspects of the problem are outlined under the headings: ideas about what teachers need to be like, know, and be able to do to teach ethnic- and language-minority students successfully; alternative approaches to the education of prospective teachers to teach ethnic- and language-minority students; and different views of teacher learning. Two tables: "Key Elements in Effective Teaching for Ethnic and Language Minority Students" and "Key Elements of Effective 'Teacher Education for Diversity'" are included. (Contains approximately 200 references.) (LL)

ED 359 168 SP 034 608

Findings from the Teacher Education and Learning To Teach Study. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Alternative Teacher Certification; *Change Strategies; Educational Practices; Elementary Secondary Education; Higher Education; Longitudinal Studies; Mentors; *Outcomes of Education; Performance Factors; *Program Evaluation; Research Design; *Teacher Education Programs; *Teaching Skills

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Communication Skills; Developing Nations; *Economic Development; *Economic Impact; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Effectiveness; International Cooperation; *Language Role; Program Effectiveness; Second Language Instruction; *Second Language Programs; *Social Influences; Technical Assistance
IDENTIFIERS- Cameroon; Ivory Coast; Kenya; Malaysia; Peru; Sri Lanka; Uganda; *United Kingdom; Yemen

Proceedings of a seminar on the developmental justification for British investment in English language teaching (ELT) as part of its overseas technical assistance program are presented in the form of papers presented, summaries of presentations, and case studies. The keynote address, "The Economic Benefits of English Language Teaching" (Roger Iredale) is presented in its entirety. Topics of the sessions summarized include: a study evaluating the effects of ELT programs; the role of communication skills projects in economic development; socioeconomic aspects of ELT for development; perceptions of the social and economic impact of ELT in development; and linguistic imperialism. Case studies are for Yemen, Ivory Coast, Kenya, Uganda, Peru, Malaysia, Cameroon, and Sri Lanka. Appended materials include results of a survey of ELT teachers and teacher-trainers; a summary of four case studies relating to the session on perceptions of program impact; and a seminar schedule and list of participants. (MSE)

ED 358 714 FL 021 257

Communication Skills in Development: The Role of ELT. Dunford House Seminar Report (England, United Kingdom, July 26-August 1, 1992).
PUB DATE- 92
NOTE- 90p.; For other Dunford House Seminar proceedings, see FL 021 247-256.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Communication Skills; Developing Nations; *Economic Development; *English (Second Language); Foreign Countries; International Cooperation; *Language Role; Second Language Instruction; *Second Language Programs; Skill Development; *Technical Assistance
IDENTIFIERS- China; Hungary; India; Kenya; Namibia; Poland; *United Kingdom; Zimbabwe

Proceedings of a seminar on the role of communication skills instruction as part of English language training (ELT) offered through British technical assistance and economic development programs are presented. They take the form of speeches, case study summaries, and reports of group discussions about each case study. Speeches include: "Aspects of Accountability"; "The Value of English in Development"; "Economics and ELT"; and "Investing in Education." Case studies and related discussions are for Namibia, Kenya, Zimbabwe, Hungary, Poland, China, and India. A summary list of key issues emerging from the seminar, a summary of seminar outcomes, a seminar evaluation questionnaire, and a list of participants are also included. (MSE)

ED 358 715 FL 021 267

in actual instruction. The objectives for each skill area reappear through three language proficiency levels, to be retaught in greater depth at each level. English grammar is not a primary focus, but is to be included as needed to teach specific skills and enrich learning objectives. Checklists are provided for teacher use during assessment and observation, and suggestions are made for situational evaluation and assessment portfolios at each skill level. (Contains 17 references.) (MSE)

ED 358 737 FL 021 316

Berne, Jane E.
The Role of Text Type, Assessment Task, and Target Language Experience in L2 Listening Comprehension Assessment.
PUB DATE- 93
NOTE- 45p.; Paper presented at the Annual Meetings of the American Association for Applied Linguistics and the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Language Role; *Language Tests; *Listening Comprehension; *Listening Comprehension Tests; Second Language Learning; *Spanish; Test Construction; *Test Format; Testing

A study investigated the comparability of second language (L2) listening comprehension tests by examining the effects of varying text type and assessment task on student performance. Student target language experience was an additional variable considered. Subjects were 107 beginning and 64 advanced-intermediate college-level Spanish second language learners. Stimulus materials were a lecture text and an interview text on the same topic and with comparable content. The assessment tasks were a multiple-choice task, an open-ended task, and a cloze task, each consisting of 10 items. Tasks were randomly assigned. Relationships between text type, assessment task type, score, and language experience were analyzed. Results indicate that, contrary to previous research findings, text type alone was not a significant factor in L2 listening comprehension performance. However, assessment task was a significant factor in performance, with multiple-choice tasks producing the highest scores. Students with more target language experience had higher scores on all evaluations, but language experience did not change the relative performance on different task types. With one exception, the three variables did not interact. The single interaction occurred between test type and assessment task on items testing comprehension details. Several recommendations for instruction and testing resulting from this study are offered. (MSE)

ED 358 738 FL 021 318

Pino, Barbara Gonzalez
Priorities in Foreign Language Education for the 1990s: A Report from the Southwest.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

members at 18 institutions provide insights into who part-time faculty are, how different institutional policies constrain or favor their employment, how their teaching and other assignments contribute to institutional goals, and what institutions can do to integrate them fully into the academic community. The book is divided into two parts. Part 1 analyzes the current environment for part-time faculty, and part 2 identifies key trends in the employment of part-time faculty and delineates 43 recommended practices for institutions to follow. The book concludes with a list of the 18 institutions participating in the study, and the questionnaires used in campus interviews. Contains an index and 71 references. (GLR)

ED 358 757 HE 026 468

Meyers, Chet; Jones, Thomas B.
Promoting Active Learning. Strategies for the College Classroom.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Class Activities; *Classroom Techniques; *College Instruction; Educational Environment; Educational Technology; *Experiential Learning; Grouping (Instructional Purposes); Higher Education; Learning Strategies; Role Playing; Simulation; *Teaching Methods; Undergraduate Study
IDENTIFIERS- *Active Learning

This book draws on classroom experiences and faculty suggestions in providing a practical guide to teaching strategies to encourage active learning in the college classroom. A wide range of teaching tools which ask students to apply what they are learning are considered, including problem-solving exercises, cooperative student projects, informal group work, simulations, case studies, and role playing. Additionally, the book discusses how various small-group exercises, simulations, and case studies can be blended with the technological and human resources available outside the classroom. The book is divided into three parts. Part 1 surveys the general subject of active learning and why it makes sense as a teaching strategy. Part 2 considers four major active-learning teaching strategies in more depth: informal small groups, cooperative student projects, simulations, and case studies. Part 3 explores how reading assignments, outside resource persons, and electronic media can be successfully integrated with active-learning strategies in the classroom. Contains approximately 150 references and an index. (GLR)

ED 358 758 HE 026 483

Hawley, Peggy
Being Bright Is Not Enough. The Unwritten Rules of Doctoral Study.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

interviews with faculty, administrators, students, and trustees and provides a detailed description of organizational changes that have taken place at the college between 1987, when a new president took office, to the fall of 1991. Emphasis is placed on the aspects of organizational structure that assisted or hindered the development of the college's identity as a multiracial and multicultural campus. The study shows that the ongoing transformation of the college into a multicultural institution entailed: (1) a new mission statement; (2) the appointment of women and minorities to the president's cabinet; (3) the appointment of African Americans and Latinos to the faculty; and (4) multicultural curricular transformation. The paper concludes with a brief analysis of four organizational factors that facilitated the process of taking on a multiracial and multicultural identity. These are leadership, a state grant, institutional policies, and academic practices. Contains nine references. (GLR)

ED 358 778 HE 026 506

Tinto, Vincent; Goodsell, Anne
Freshman Interest Groups and the First Year Experience:
Constructing Student Communities in a Large University.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 19p.; Paper presented at the Annual Meeting of the College Reading and Learning Association (Kansas City, MO, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Freshmen; Community Influence; Higher Education; *Interpersonal Relationship; *Peer Groups; Peer Influence; Social Networks; *Social Support Groups; Student College Relationship; Student Development
IDENTIFIERS- *Freshman Interest Groups

A qualitative case study of Freshman Interest Groups (FIGs) (in which freshmen enroll in specific thematically linked courses their first semester) was carried out at a large, public, research university. The intent of the study was to understand how participation in a FIG influenced students' learning experiences, and how those experiences fit in with their broader experiences as first year students. The study consisted of three 1-week site visits involving observation in 12 classrooms, 43 interviews with 24 students, and 5 interviews with the FIG coordinator. Study results showed that FIGs allowed students to interact repeatedly with a consistent set of peers across their classes. This, in turn, enabled students to form a social network in which other academic support mechanisms could begin to operate. In addition, Writing Link classes enabled students to balance engagement with course content with the development of social relationships. FIGs are seen as potentially powerful ways of affecting students' first year college experience. Contains 11 references. (GLR)

ED 358 779 HE 026 507

Adams, Howard G.
Making the Grade in Graduate School: Survival Strategy 101.
SPONS. AGENCY- Eastman Kodak Co., Rochester, N.Y.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

*Evaluation Methods; Higher Education; Measures (Individuals); Neurosis; Personnel Selection; Search Committees (Personnel)

This paper considers how to determine leadership characteristics when selection committees conduct a search for a college or university president. It is based on the premise that specific psychological orientations, levels of consciousness, and motivations conducive to successful leadership in higher education can be identified. Search Committees are urged to look at candidates' ingrained ways of perceiving, behaviors, methods of interpreting information, and motivations. Committees might consider developing a psychological instrument specific to measuring candidates' perception of self-worth, worth of others, values, experience and perceptions concerning power, and the process of working with subordinates. Transactional Analysis is offered as one paradigm for such an effort. Specific neurotic psychological orientations that Committees should be aware of include the paranoid, compulsive, dramatic, depressive, and schizoid personality. Strategies for observing and examining behavior should be evaluated carefully, however, eliminating any immoral or illegal strategies. Other observations that should be made concern courtesy, overall demeanor, nervousness, and the questions asked prior to the interview. Contains 10 references. (GLR)

ED 358 799 HE 026 533

McKinnon, Norma Cole
Development of a Performance Appraisal Program for Nonacademic Staff at Atlantic Baptist College.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; Foreign Countries; Higher Education; *Job Performance; *Personnel Evaluation; Program Descriptions; *Program Development; *Program Implementation; Rating Scales
IDENTIFIERS- *Atlantic Baptist College NB

This paper briefly reviews the higher education literature on nonacademic staff evaluation, followed by a description of the development of process of staff performance appraisal being implemented at Atlantic Baptist College (New Brunswick, Canada). Steps in the development process are outlined starting with the writing of a report on compensation evaluation, followed by a gathering of administrators and nonacademic staff to consider the concept of evaluation, the writing of a draft document based on reviews of various evaluation paradigms, and finally, the creation of performance indicators. Refinements to the evaluation process are also briefly highlighted involving the development of a staff self-evaluation form to permit staff to verbalize their opinions about their performance strengths and weaknesses, the staff proficiency evaluation form used in supervisor/staff member dialogues about the evaluation, and the use of the critical incident journal. The complete evaluation program is included in the appendix, including the forms used, performance indicator guidelines, and the college staff evaluation policy and procedures. (GLR)

ED 358 800 HE 026 534

Inaugural Reflections from an Institute. Technology in Higher Education: Current Reflections. First in a Series.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Development; Educational Cooperation; Educational Innovation; Educational Objectives; *Educational Technology; Futures (of Society); Higher Education; *Information Technology; Interactive Video; National Programs; Partnerships in Education; *School Business Relationship; *Second Language Instruction; Teaching Methods; Technological Advancement; Vocational Education
IDENTIFIERS- IBM Corporation

The Institute for Academic Technology is a university/industry collaboration designed to advance the educational value of affordable technologies. A broad spectrum overview of the program's goals from the point of view of the director, a faculty view of participation, and the industry participant's rationale for program support are presented in three papers. The first of these, "A Personal Perspective on Instructional Computing: A New Vendor-Supported National Program" (William H. Graves) asserts that affordable interactive technologies can add value to teaching and learning and that the traditional tentativeness of academe in curriculum revision and innovation argues for national dialogue and national action on new technology. The second paper, "Technology and Language Learning" (James S. Noblitt) examines the role of technology in the evolution of language learning methodologies; and the third and last paper, "IBM and Higher Education: A Continuing Partnership" (Gerald L. Hefley) explains how International Business Machines (IBM) invests in its next generation of workers and in the future of its industry through collaboration with higher education. (Contains 15 references.) (SLD)

ED 358 818   IR 016 098

Saga, Hiroo
Japanese Children's Preconceptions of Different Media as Related to Their Learning.
PUB DATE- 1 Mar 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Anaheim, CA, January 31-February 4, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Elementary School Students; Foreign Countries; Grade 5; Grade 8; Intermediate Grades; Junior High Schools; Junior High School Students; *Mass Media Effects; *Multimedia Instruction; Prior Learning; Reading; *Student Attitudes; Teacher Influence; Television Viewing; Writing (Composition)
IDENTIFIERS- Causal Reasoning; *Japan

Two studies examine the nature of Japanese elementary school and junior high school students' preconceptions about media, the effects of teachers on these preconceptions, and the effect of such preconceptions on learning from instruction in multimedia

Field Initiated Studies Program. Abstracts of Funded Projects 1992.
PUB DATE- Apr 93
NOTE- 20p.; For the abstracts of funded projects 1990 and 1991, see ED 343 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Academic Achievement; Academically Gifted; Adult Basic Education; Communication (Thought Transfer); *Educational Research; Elementary Secondary Education; *Federal Programs; Field Studies; *Grants; Higher Education; High Risk Students; Portfolios (Background Materials); Program Descriptions; Racial Differences; *Research Projects
IDENTIFIERS- Authentic Assessment; *Field Initiated Studies; Reflective Thinking

The Field-Initiated Studies program is open to institutions of higher education, public and private organizations, institutions, and agencies, as well as individuals. Applicants may propose projects that last up to 18 months, and proposals are reviewed and evaluated based on their technical quality and national importance judged by scholars and practitioners outside the federal government. This booklet contains descriptions (including the title, research objectives, project design, principal investigator, award amount, and availability information) of 13 projects funded in 1992. Topics and research methodologies are diverse. In fiscal year 1992, funded projects included work in the following areas: (1) academic achievement of minority students; (2) portfolio assessment; (3) communication strategies for children with hearing loss; (4) reflective thinking; (5) classroom reorganization; (6) identifying academically gifted elementary school students; (7) adult basic education; (8) racial differences in college retention; (9) sexual abuse in schools; (10) teacher preparation; (11) special education and at-risk students; (12) authentic assessment in middle school science; and (13) assessing mathematical thinking for high-risk students. (SLD)

ED 358 836 IR 016 122

Gee, Donna B.
The Impact of Students' Preferred Learning Style Variables in a Distance Education Course: A Case Study.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; *Cognitive Style; Cognitive Tests; Comparative Analysis; *Distance Education; Educational Attitudes; Educational Environment; *Education Courses; Education Majors; Females; Graduate Students; Higher Education; Learning Modalities; Pretests Posttests; *Student Attitudes; Teaching Methods
IDENTIFIERS- Texas Tech University; Two Way Television

The effects of students' preferred learning styles on perceived individual academic achievement, attitudes toward the learning environment, and course completion rates were examined in a distance education setting. Nine female graduate education students attended weekly classes on a Texas Tech University campus in Lubbock, and 17 female graduate education students attended weekly classes at a remote distance learning site in percent) and research (42.8 percent) libraries. Ten tables, six graphs, and a copy of the survey instrument are included. (SLD)

ED 358 855 IR 054 580

Pinheiro, Edwin J.; Oblinger, Diana
Digital Multimedia. An IAT Technology Primer.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; *Digital Computers; *Educational Technology; Higher Education; Hypermedia; *Instructional Effectiveness; Interactive Video; *Multimedia Instruction; Optical Data Disks; Technological Advancement; Telecommunications
IDENTIFIERS- Analog Transmission Systems; *Digital Data; Digital Transmission Systems; Digital Video Interactive; *Multimedia Materials

The technology behind digital multimedia is explained, and some of its specific uses and advantages are outlined. Multimedia is a catch-all term for various technologies. As the reputation for instructional effectiveness of multimedia has grown, the demand for a digital form of multimedia has increased, particularly as the limitations of analog multimedia become more apparent. Essentially, digital video interactive (DVI) forms transform and compress analog information into digital information representing sound and video. The advantages have been accepted for some time, especially in terms of being able to communicate over computers. The technical aspects of compression to digitize video and other facets of production are sketched. Optical data disks (CD-ROM) are the perfect vehicle for distributing applications and DVI files because of their large storage capacity and the fact that files can be played back at a convenient rate. The International Business Machines (IBM) ActionMedia II adapter is used to decompress and play back DVI video and audio. Other options with this adapted and related software are reviewed. With this technology it is possible to deliver useful and instructive applications of digital video on a CD-ROM, for a combination of quality, affordability, and portability. (SLD)

ED 358 856 IR 054 581

Oblinger, Diana
Introduction to Multimedia in Instruction. An IAT Technology Primer.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Administrator Role; *College Faculty; *Computer Assisted Instruction; Computer Software Development; Higher Education; *Hypermedia; Information Dissemination; *Instructional Effectiveness; Instructional Leadership; Interactive Video; Microcomputers; *Multimedia

Institutional Effectiveness Resource Manual.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 92
NOTE- 400p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *College Outcomes Assessment; *Educational Assessment; Institutional Characteristics; *Institutional Research; Public Policy; Research Methodology; *School Effectiveness; Self Evaluation (Groups); State Legislation; State Programs; Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *South Carolina; *South Carolina Technical College System

This resource manual was produced to assist the South Carolina Technical College System's efforts to improve institutional effectiveness and accountability. The first two sections of the manual provide a brief foreword, a description of state initiatives for research and academic excellence in South Carolina, the text of state legislation requiring annual reports from public postsecondary institutions on institutional effectiveness, and memoranda providing clarifying information about the reports. The next section presents information on the Southern Association of Colleges and Schools' accreditation requirements for planning, evaluation, and institutional research. After a memo summarizing the "Student Right To Know and Campus Security Act," the next section presents the 1990-91 Commission on Higher Education reports for technical colleges, providing information on student persistence, alumni follow-up study results, student retention, and racial equality in student and faculty demographics. A directory of institutional effectiveness contact persons follows, including names, addresses, telephone and fax numbers, and electronic mail codes. The next section presents information regarding institutional databases, including the names of the institution and the director of information resource management, database description, contact person, program language, and access availability. The final sections provide sample methodologies and surveys, a bibliography of selected articles on assessment and educational measurement and information on selected educational outcomes measures, definitions, a bibliography of assessment instruments and articles, and the minutes of the coordinators' meetings. (MAB)

ED 358 875 JC 930 235

Long, Thomas L.; Pedersen, Christine
Critical Thinking about Literature through Computer Networking.
PUB DATE- Oct 92
NOTE- 26p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Community Colleges; Computer Assisted Instruction; *Computer Networks; *Computer Uses in Education; *Critical Thinking; English Curriculum; Literature;

clear how little faculty members understood and appreciated their colleagues' fields and perspectives. Following the course, faculty participants concluded that the college needed a core course in general education that would provide all students with models and examples of the interconnectedness of knowledge and its cultural impact, and that would, in particular, show the relationships of the humanities to science and to technology. Faculty devised a 5-year plan, and a 2-year federal grant was obtained for promoting the humanities at KVCC from April 1991 through March 1993. In anticipation of the grant, a group of 20 faculty members organized a study group for the 1989-90 academic year. With grant funding, summer institutes were conducted, visiting scholars were enlisted, and a general education core course, "The Humanities, Science, and Technology: Making Connections," was developed. The course, examining how these three disciplines have related to each other from antiquity to the present, was designed to impress upon students the importance of making connections between the disciplines in the way they live, work, and relate. Included in the paper are descriptions of the four, week-long seminars held during each of the summer institutes for faculty (1991 and 1992); project activities at KVCC during the 1991-92 and 1992-93 academic years; and a copy of KVCC's Interim Performance Report to the funding agency for the first year of the project (1991-92). (PAA)

ED 358 891 JC 930 325

Hudgins, James L.
Institutional Effectiveness: A Maturing Movement. Where Do We Go from Here?
PUB DATE- 21 Jun 93
NOTE- 61p.; Paper presented at the Summer Institute of the Community College Consortium (5th, Madison, WI, June 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; Educational Assessment; *Educational Change; *Educational Trends; Higher Education; Institutional Mission; Instructional Effectiveness; Models; *Organizational Effectiveness; *Outcomes of Education; Role of Education; *School Effectiveness; Two Year Colleges

Over the past 10 years, there has been an increasing demand for educational institutions to demonstrate greater accountability for students' learning. Those working in post-secondary institutions initially felt that this did not apply to them, but, with the public perception of elementary, secondary, and postsecondary education as one system, there emerged a new interest among colleges and universities in accountability efforts. Now, in the eighth year of the assessment movement, over 40 states have educational mandates for measuring institutional effectiveness; all six accrediting regions have incorporated assessment of student learning as a condition for accreditation; and in a 1991 survey, 90% of responding colleges reported that they are doing something in the area of assessment. While some exemplary assessment practices can be identified, the majority of institutions are making "minimalist" efforts. There are three major difficulties in implementing accountability efforts at the state level: the inability of institutions to produce evidence of effective performance, uneven institutional responses, and poor communication. However, one group of colleges has developed an area. Results of the interviews included the following: (1) 92% of the respondents said that they would recommend the college to a friend, 89% thought JCCC was a source of community pride, and 87% said they would encourage their children to attend; (2) the majority of respondents indicated that all of the 12 functions detailed in the college's mission statement were important; (3) the functions deemed to be most important by the majority of respondents were preparation for transfer and development or enhancement of job skills; (4) over 90% of the respondents said they were aware of the colleges' mission to provide noncredit courses for lifelong learning and credit courses for personal development, while only 35% were aware of the goal of supporting businesses and local community groups; (5) while over half of the respondents chose not to evaluate the college's performance, 45.5% thought it successfully prepared students for transfer and 43% thought it successfully provided for personal development and lifelong learning; and (6) while 68% believed the college should acquire new sites to solve current growth problems, only 29% felt that the college should cap or limit enrollment. (MAB)

ED 358 907 JC 930 381

Avalos, Juan; Pavel, D. Michael
Improving the Performance of the Hispanic Community College Student. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Ancillary School Services; College Transfer Students; Community Colleges; Counseling Services; Educational Research; English (Second Language); *Hispanic Americans; Mentors; Program Descriptions; *Role Models; *School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Enlace Project CA; *Puente Project CA

Community colleges play a major role in improving the access of Hispanic students to higher education, with roughly 56% of all college-going Hispanics attending these institutions. Relatively few however, have attained a postsecondary degree of any kind. A study of 145 community colleges found that Hispanic student retention was influenced by such factors as financial aid grants, career counseling into selective programs and participation in English-as-a-Second-Language (ESL) and Hispanic Studies classes. Two successful retention programs, the Puente Project and the Enlace program, incorporate multiple elements associated with increased Hispanic retention. The Puente Project is a state-wide community college program in California employing specially trained English instructors, Hispanic counselors, and Hispanic corporate professionals acting as mentors. The Enlace program at Evergreen Valley College (EVC) in California, extended the college's Puente Project to include a focus on improving math skills. A study conducted at EVC showed that between 1983 and 1986, Puente students had higher course completion rates in English, earned more degrees, and had higher transfer rates than other Hispanic students at the college. A study of Enlace students at EVC revealed higher math completion rates than the Hispanic general student population. Suggestions for improving Hispanic student age 6. Finally, the results suggested different developmental trajectories for male and female children. (AC)

ED 358 925 PS 021 426

Wilson, Beverly J.; Gottman, John M.
Vagal Tone and the Spontaneous Facial Expressions of Preschool Children.
PUB DATE- Mar 93
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Emotional Response; *Facial Expressions; *Heart Rate; *Preschool Children; Preschool Education; *Sex Differences
IDENTIFIERS- Emotional Reactivity; *Emotional Regulation; *Vagal Tone

Vagal tone, a measure of the neural modulation of heart rate, has been associated with greater emotional expressiveness during infancy, but with a decrease in facial expressivity in preschool children. This study examined the relationship between vagal tone and the emotion regulation abilities of preschool girls and boys. The study population included 25 girls and 29 boys with a mean age of 67 months. Three minutes of resting cardiac activity was obtained while children listened to an emotionally neutral story, and vagal tone was computed from a measure of cardiac interbeat interval. Spontaneous facial expressions were recorded as the children watched a set of emotion-eliciting films. In general, children with high vagal tone displayed fewer facial expressions while watching the films than children with low vagal tone. Children with high vagal tone exhibited fewer happy expressions and fear expressions than children with low vagal tone. Gender differences were also identified. Girls were more facially expressive and tended to show more fear expressions than boys. Girls with high vagal tone displayed fewer anger facial expressions than girls with low vagal tone, while boys with high vagal tone exhibited somewhat more anger expressions than boys with low vagal tone. Results support the hypothesized relationship between vagal tone and emotion regulation abilities. (AC)

ED 358 926 PS 021 427

Rosenberg, B. G.; Hyde, Janet S.
Differential Socialization of Only and First-Born Children.
PUB DATE- Mar 93
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Comparative Analysis; Fathers; *First Born; Mothers; *Parent Child Relationship; *Sex Differences; *Socialization
IDENTIFIERS- *Childhood Experiences; Only Children; Self Report Measures

To examine socialization practices of mothers and fathers toward nonverbal skills (decoding, spontaneous encoding, and posed encoding) were assessed for each of five emotions: anger, disgust, fear or surprise, happiness, and sadness. In the decoding task, subjects identified which of the five emotions were being expressed in 20 videotaped facial expressions. Spontaneous encoding ability was assessed by having subjects view movie clips selected and pretested to elicit one of the five emotions. While subjects watched these clips, their nonverbal reactions were videotaped and later shown to judges who identified which emotion was being expressed in each display. Posed encoding ability was collected by having subjects use facial expressions to express each of the five emotions. Subjects also kept a one-week television viewing log. Analysis showed that level of exposure to television was associated with nonverbal behavioral skills. Subjects who watched television at high levels were significantly more accurate when encoding and decoding emotions that appear frequently on television shows than for emotions that appear infrequently. These results support the hypothesis that television viewing is associated with the ability to decode and encode certain emotions. (Contains 24 references.) (MM)

ED 358 945 PS 021 469

Mandel, Denise; And Others
Does Sentential Prosody Improve Two-Month Olds' Memory for Speech?
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Infant Behavior; *Infants; *Language Acquisition; Memory; *Nonverbal Communication; *Phonetics
IDENTIFIERS- *Phonemic Awareness; *Prosodic Organization; Sucking Behavior

This study investigated two-month-old infants' memory for phonetic information using the high-amplitude-sucking procedure (HAS). Specifically, the study explored whether the availability of prosodic organization enhances infants' memory for the phonetic information they hear. After a baseline measure was obtained, infant sucking resulted in a sentence or a list being played. During this pre-shift phase, infants repeatedly heard either a single sentence or a list sequence. When infants habituated to this stimulus, the phase ended and was followed by a two-minute silent interval. During this time infants were shown colorful slides, and sucking did not produce a sentence or list sequence. At the end of this interval, infants heard either the same stimulus as in the pre-shift phase (control condition), one which differed by only one phoneme (one phonetic change condition), or one which differed by two phonemes (two phonetic change condition). Results revealed that infants who heard sentences (as opposed to lists) showed a significantly higher recovery of sucking in the post-shift phase, indicating that they were better remembering the phonetic information they heard prior to shift. Results demonstrated that prosody might serve as a first step for infants trying to acquire native language. (MM)

ED 358 946 PS 021 470

NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Observation Techniques; Elementary School Students; *Evaluation Methods; *Portfolios (Background Materials); Primary Education; *Program Evaluation; Program Implementation; *Student Evaluation; Test Use; Whole Language Approach
IDENTIFIERS- New York City Board of Education; *Primary Language Record; Teacher Student Conferences

This report examines outcomes of the Primary Language Record (PLR), a program for systematically observing students in various aspects of their literacy development. The PLR uses classroom events and samples of student work to record students' progress and interests, recommend strategies for addressing needs and building on talents, and discuss ideas and perceptions with students, their parents, and faculty. This report examines the PLR in New York City's Public School 261, which has participated in this project since its inception in 1991. The following topics are covered: (1) concerns about standardized testing; (2) a general overview of the PLR; (3) a description of the PLR as implemented in P.S. 261; (4) the influence of PLR on teaching, learning, and assessment; and (5) lessons for implementing the PLR. Appendices include suggested parent interview questions; suggested student interview questions; PLR forms for observations; and work samples. (MN)

ED 358 965 PS 021 499

Illinois Prekindergarten Program for Children at Risk of Academic Failure. FY 91 Summary Report.
PUB DATE- Jun 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *At Risk Persons; *Early Intervention; Family Characteristics; *Preschool Children; *Preschool Education; Program Effectiveness; *Program Evaluation; *School Readiness
IDENTIFIERS- Illinois; Intervention Strategies; *Prekindergarten At Risk Program IL

The Illinois Prekindergarten At-Risk Program provides early childhood experiences to enhance the development of children at risk of academic failure. This report presents a summary and analysis of the annual evaluation data obtained from school districts participating in this program for the 1990-91 school year. The report includes the following sections: executive Summary; Introduction; Evaluation Design and Limitations; Program Description; Success in Elementary Grades Longitudinal Study; Sustained Effects; Characteristics of Children Served; Financial Summary; Program Characteristics, and Conclusion. The sustained effects study indicated a majority of children in this program ranked as average or above average in performance across different instructional areas through third grade. The report concludes that the program has had a positive influence on kindergarten readiness and that performance levels have been sustained in the early elementary grades. Appendices include the Illinois State Board of Education Policy Statement on Early

Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Cultural Background; *Cultural Differences; *Culture Conflict; *Educational Needs; Elementary Secondary Education; *Hmong People; Religious Differences; *Rural Areas; Rural Education; *Special Education
IDENTIFIERS- *Traditional Healing

This paper discusses differences between the Hmong culture and American culture and resulting implications for provision of special education services. The Hmong population in the Fresno County (California) area has consistently grown since 1977, reaching approximately 26,500 in 1990. The major reason that Hmong refugees settled in agricultural Fresno is that, both in China and later in Laos, agriculture was their mainstay. To insure survival, many of their legends and folklore focus on getting along and surviving within a majority group, while maintaining their independence and identity. The Hmong have cultural values and beliefs strongly rooted in ancestor worship, animism, and group reliance. Young Hmong children are held, carried, and allowed to develop in their own time. In contrast, American children are encouraged early in life to be independent and are expected to develop according to established developmental time tables. Additionally, religion and superstition play a big role in daily Hmong life. Traditional religious values are tied to the clan shaman and trained herbalists. The shaman's practice of medical and psychological diagnosis and treatments that leave marks on the skin can be misconstrued as child abuse. Because of language barriers and the Hmong belief that a child's current functioning is all that a child is capable of being, it is difficult to explain to parents the distinctions between a child's potential to perform and actual performance. This paper suggests that the coordination of a multidisciplinary assessment is critical to the eventual success of Hmong students with special needs. Additionally, the assessment and the individual education plan must consider critical cultural issues. Body marks from traditional healing practices are illustrated. (LP)

ED 358 984 RC 019 157

Brown, Darlene N.; Schenck, Rosalie A.
Use of Alternative Funding by Rural Schools for Supplemental Programs Which Address Current Social Issues and Special Education Needs.
PUB DATE- 93
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Educational Finance; Educational Planning; Elementary Secondary Education; *Financial Support; Grants; *Grantsmanship; *Program Proposals;

Law-related education (LRE) has been shown to produce positive changes in student attitudes toward school, parents, the police, and deviant behavior. Project NEXUS, a rural Appalachian program designed to address dropout prevention and predelinquent factors, was implemented in Ellijay (Georgia) Middle School. A group of 25 students, chosen because of discipline referrals or other at-risk factors, were invited to join the program; 15-18 attended weekly meetings throughout the first year. Community law-related resource persons were speakers at the meetings, which focused on respect for the law, concepts of law, citizen rights, and court procedures. The program also featured enrichment through field trips to the Atlanta zoo, an orchestra performance, an art museum, and juvenile hearings in a teen court. Two trips were also made to the local courthouse for orientation and trial observation. In the spring, NEXUS hosted Law Week activities. Teachers of NEXUS students reported improvement in classroom participation, cooperation with teacher, adjustment to the classroom environment, and attendance. Virtually all students made positive comments about the program. Characteristics of effective LRE programs such as NEXUS include teaching strategies that foster student interaction, careful selection of case materials, in-depth instruction, use of outside resource persons, peer support for teachers, and active involvement of building administrators. LRE resources are listed. (SV)

ED 359 002 RC 019 175

Sullivan, Michael; And Others
Implementing Two-Way Interactive Video in Rural, Small Schools.
PUB DATE- Mar 93
NOTE- 12p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Distance Education; Electronic Classrooms; Elementary Secondary Education; *Interactive Video; Networks; *Rural Schools; School Business Relationship; *Shared Resources and Services; Small Schools; *Telecommunications; *Video Equipment
IDENTIFIERS- *Interactive Classroom Television System; Television Networks; *Two Way Television

Five case studies of instructional two-way interactive video in rural small schools provide a model for successful implementation in other communities. Site visits and extensive interviews were conducted in schools and communities served by the Oklahoma Panhandle Shar-Ed Video Network, the New Mexico Eastern Plains Interactive TV Cooperative, the TeleCommUNITY Network in central Texas, the North Texas Educational Network, and the Dell City Initiative in far west Texas. Each case describes the school and community setting, the technology used, implementation efforts, and key elements in the project's success. All projects were local community initiatives with little, if any, governmental funding; originated with one or two visionary, dedicated individuals; had the support of the local business community; and were enthusiastically supported by small rural telephone cooperatives or telephone companies, who provided loans and other funding. Some teachers were initially fearful or resistant toward the new technology, and teacher training was very important to the success of

Instruction; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Questionnaires; Secondary School Mathematics; Self Evaluation (Groups); *Teacher Attitudes; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Mathematics Assessment Process Middle Grades; *NCTM Curriculum and Evaluation Standards

"Modeling Mathematics Teaching Excellence" is a professional development process designed to enable mathematics departments to conduct an assessment of how well their program is meeting the needs of their early adolescent students. It is a modified edition of the Mathematics Assessment Process for the Middle Grades (MAP), a year-long self-study used by schools to examine and align their mathematics education programs to new national goals articulated by the National Council of Teachers of Mathematics (NCTM) in its "Curriculum and Evaluation Standards" and the "Professional Standards for School Mathematics." After an introduction providing an overview of the process and an implementation outline, this implementation guide is presented in five sections. Section I includes "Criteria for Excellence" in the areas of curriculum, learning experiences, problem solving and critical thinking, diverse needs, attitudes, relevance to students, faculty, parent and community involvement, and assessing progress. A list of accompanying ideals and an instrument for self assessment in each of these areas is provided. Section II which explains how to use MAP, provides information on how to: initiate the process, use the assessment instruments, and summarize assessment data. Section III supplies the necessary assessment instruments: Mathematics Classroom Observation (MCO); Mathematics Teacher Interview (MTI); Mathematics Teacher Survey (MTS); and Student Resource for Learning Mathematics (SR). Section IV provides information on how to analyze the data collected and gives exemplary models to work from. Section V describes a framework for planning action based on the results of the assessment. A glossary of terms and a list of distributors of innovative mathematics teaching materials is provided. (MDH)

ED 359 020   SE 052 580

Pechman, Ellen M.
MAP: Mathematics Assessment Process for the Middle Grades. User's Manual. Volume I.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- Oct 91
NOTE- 154p.; For volumes II and III, see SE 052 581-582; for the implementation guide, see SE 052 579.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Development; Classroom Environment; Curriculum Development; Educational Assessment; *Educational Planning; Elementary School Mathematics; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Guidelines; Instructional Development; Long Range Planning; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Middle Schools; Program Development; *Program Effectiveness; Program Evaluation; *Program Improvement; Secondary School Mathematics; Self Evaluation (Groups); *Teacher Effectiveness
IDENTIFIERS- *Mathematics Assessment Process Middle Grades

The Mathematics Assessment Process (MAP) for the Middle Grades

Illustrations"; (4) "Recommendations"; and (5) "Goal-Setting, S&T, and Society: A Look at the Future." Members of the Carnegie Commission, its Advisory Council, and a related S&T Task Force are listed. (Contains 35 notes and references.) (PR)

ED 359 037 SE 053 365

Science and Technology in School Curricula. Case Study 5: Pakistan.
PUB DATE- 89
NOTE- 15p.; For case studies 3 and 4, see ED 302 430-431.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Research; Elementary School Curriculum; Elementary School Science; Elementary Secondary Education; Foreign Countries; International Studies; *Mathematics Education; Science Curriculum; *Science Instruction; Secondary School Curriculum; Secondary School Science; *Technology Education
IDENTIFIERS- *Pakistan

A series of case studies were undertaken by UNESCO to probe more deeply into the adequacy of science, mathematics, and technology curricula to meet national needs, and their appropriateness in relation to the rapidly-evolving nature of science and technology themselves. This fifth study, from Pakistan, has focused on the following 4 major areas: (1) the place of science, mathematics, and technology in the curricula of primary and secondary schools; (2) the content of the curricula in science, mathematics, and technology and the ground covered in each subject at the end of primary education, and at the end of secondary education; (3) the content of courses in integrated science which are offered to students in secondary schools, as well as a summary of the content of the separate science courses; and (4) the policy of the Ministry of Education on the place of technology education in primary and secondary schools, the resources implied by the policy and efforts that are currently being made to implement it. (PR)

ED 359 038 SE 053 379

Russell, Arlene A., Ed.
Changing the Image of Chemistry. Biennial Conference on Chemical Education, Abstracts (12th, Davis, California, August 2-6, 1992).
SPONS. AGENCY- American Chemical Society, Washington, DC. Div. of Chemical Education.; California Univ., Davis.
PUB DATE- Aug 92
NOTE- 151p.; For abstracts from the previous conference, see ED 324 245.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Chemical Equilibrium; Chemical Reactions; *Chemistry; Classroom Research; College Science; *Computer Assisted Instruction; Computer Uses in Education; Concept Formation; Demonstrations (Educational); Educational Research; Elementary School Science; Elementary Secondary Education; Higher Education; High Schools; Hypothesis Testing; Physical Sciences; Problem Solving; *Science Education; *Science Laboratories; Science Materials; Science Teachers; Scientific Literacy; Secondary School Science; Teacher Education
IDENTIFIERS- Hands On Science; Science Process Skills

This document contains 395 abstracts of presentations on the

"School Support," contains information on (1) changes concerning program materials, support, and time allocation, and (2) changes in staff development, which concern teachers' understanding and practices. (PR)

ED 359 059 SE 053 526

Huckenpohler, J. G.
Academic Science and Engineering: Graduate Enrollment and Support, Fall 1990. Surveys of Science Resource Series. Detailed Statistical Tables.
PUB DATE- Aug 93
NOTE- 347p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Allied Health Occupations Education; Colleges; *College Science; Educational Finance; Educational Research; *Educational Trends; Engineering Education; Financial Support; Graduate Medical Education; *Graduate Study; Graduate Surveys; Higher Education; Medical Education; National Surveys; *Paying for College; *Science Education; Sex Differences; *Student Financial Aid; Universities

Data presented in this report were collected in the 19th Annual National Science Foundation and National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering of 1990. The survey universe was composed of all institutions in the United States with departments or programs offering courses of study at the postbaccalaureate level in any science or engineering field. Medical schools and other specialized institutions offering first-professional doctorates in health-related fields were also included. The 1990 survey universe included 334 doctorate-granting institutions and 276 master's-granting institutions. Section I, subsection A, presents national totals for all institutions for academic year 1990/91. Subsection B contains trend data for all graduate institutions for the period 1982-90; subsection C contains trend statistics for doctorate-granting institutions only, and subsection D presents similar trend data for master's-granting institutions. Subsection E contains institutional listings in geographic sequence, and subsection F contains rankings of individual institutions on the basis of the fall 1990 data. Section II presents a description of the survey methodology and response analysis. Section III provides a list of the institutions surveyed, by degree level, and Section IV displays copies of the survey instruments, along with summary questionnaire facsimiles. (PR)

ED 359 060 SE 053 528

Young, Deidra J.; And Others
A Hierarchical Linear Model of Educational Productivity.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Research; *Family Influence; Foreign Countries; *Grade 10; High Schools; *Mass Media Effects; Prior Learning; *Science Education; Secondary School Science; Student Attitudes

committee of the movement "Educators for Peace and Mutual Understanding." (SG)

ED 359 079 SO 021 829

Is It Right for a Teacher To Be Biased--Towards Avoidance of Violence and Environmental Damage? A Conversation on "Peace Education" and "Education for Peace" in a British Context. Paul Smoker and the Project "Preparedness for Peace." Reprints and Miniprints, No. 691.
PUB DATE- Mar 90
NOTE- 20p.; Interviewer: Ake Bjerstedt.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Higher Education; *Multicultural Education; *Peace; Social Studies; *Teacher Education Programs
IDENTIFIERS- *Peace Education; *United Kingdom

As part of the efforts of Sweden's Malmo School of Education's "Preparedness for Peace" project, this document presents a conversation with Paul Smoker. Smoker is director of the Richardson Institute for Conflict and Peace Research, University of Lancaster, England. He has a long history of involvement with peace research and peace studies. Smoker discusses his own background and the sources of his involvement in the peace studies movement. He explains how he interprets the term "peace education," how schools can teach the subject, and how British schools contribute to peace education. Smoker recounts his own military school background and how his interest in peace education set him apart from school colleagues. The paper includes notes about the interviewee, including a list of selected writings. (SG)

ED 359 080 SO 021 831

Ekstrand, Gudrun
Children of Culture. Reprints and Miniprints. No. 701.
PUB DATE- May 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Cross Cultural Studies; *Cultural Influences; Ethical Instruction; Foreign Countries; *Socialization; Social Science Research; *Sociology; *Values
IDENTIFIERS- *India (Orissa); *Sweden

This presentation is a brief summary of a book published in Swedish, "Kulturensbarn--Children of Culture." This book is a doctoral thesis which sought to investigate how cultural values, value systems, and norms influence children, which values are transmitted, and how they can be analyzed. The study employed data from families in the Indian state of Orissa and from Sweden. In Sweden, researchers questioned seven families from a group of reindeer herding Lapps and four families from among the religious sect of Laestadians. Interviews were conducted with young people, politicians, child psychologists, and teachers; children were administered questionnaires; and youth in Sweden and India wrote essays. Two types of results emerged. One type dealt with the identification of cultural patterns and how researchers could describe the patterns with the help of underlying structures and elements. The other type dealt with identifying which patterns were most obvious, how small that the students completed an upper secondary education. This applied especially to students who had immigrated during grades seven through nine, i.e., at the senior level of comprehensive school. Forty-seven tables and five diagrams are included; contains 29 references. (SG)

ED 359 103 SO 022 870

Bjerstedt, Ake
Conceptions of the Future and Education for Responsibility. Peace Education Reports No. 4.
PUB DATE- Feb 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Decision Making; Economic Development; Environmental Education; Foreign Countries; *Futures (of Society); *Global Approach; *Peace; Problem Solving; Social Responsibility
IDENTIFIERS- Peace Education; World Views

In order to build a future world society characterized by "peace with nature" and sustainable development, it is necessary to introduce new policies, partly involving changes in lifestyle among the general public. In order to win acceptance for such changes, what is needed is a "differentiated problem awareness" and an "adequate readiness for action." This report discusses: (1) some psychological starting points (focusing especially on conceptions of the future); (2) central goal areas to plan for in educational planning dealing with this type of preparedness for the future; and (3) various approaches that may be used in the classroom in order to work towards the goals outlined. (Ten figures and one table are included. Contains 13 references.) (Author)

ED 359 104 SO 022 871

Bjerstedt, Ake, Ed.
Peace Education: Glimpses from the EUPRA Conference in Firenze. Peace Education Reports No. 5.
PUB DATE- Mar 92
NOTE- 38p.; A report from the Annual Conference of the European Peace Research Association (1st, Florence, Italy, November 8-10, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conflict Resolution; *Environmental Education; *Peace; *Social Responsibility; War
IDENTIFIERS- *European Peace Research Association; *Peace Education

This report presents the material from a workshop on peace education that was part of a conference sponsored by the European Peace Research Association (EUPRA). Two papers, "Research as a Tool for Peace Education" (Alberto L'Abate) and "Promoting Commitment to Peace and Environmental Responsibility" (Riitta Wahlstrom), are documented in part 1 of the report. The other presentations, reported in summary form in part 2, include: (1) "Goals of Peace Education According to Peace Educators: Some Notes from a Questionnaire Study of PEC Members" (Ake Bjerstedt); (2) "A National School for Teachers of Conscientious Objectors: A Project and A Curriculum" (Antonino Drago); (3) "Public Opinion on the Conflict and War

IDENTIFIERS- Columbia University NY; *Cremin (Lawrence A); Historians

This paper discusses the life and work of Lawrence A. Cremin, a leading historian of U.S. education and the president of Teachers College, Columbia University from 1974-84. Among his most important books are "The Transformation of the School" (1961), and his trilogy: "American Education: The Colonial Experience 1607-1783" (1970), "American Education: The National Experience 1783-1876" (1980), and "American Education: The Metropolitan Experience 1876-1980" (1988). The paper offers analyses of these books and other writings of Cremin, as well as accounts of criticism of his work. The paper includes comments on his contributions as a teacher and administrator and a transcript of a 1988 interview with Cremin. An extensive bibliography lists Cremin's books and reviews of them, as well as articles by (or interviews with) Cremin, and writings about, biographical sketches of, and obituaries and memories of Cremin. (DB)

ED 359 126 SO 023 121

Berube, Maurice R.
American Presidents and Education.
PUB DATE- 91
NOTE- 174p.; For the author's conference paper with the same title, see ED 335 274.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; *Educational Policy; Elementary Secondary Education; *Government Role; Higher Education; *Politics of Education; *Presidents of the United States; Role of Education; United States History

This book seeks to analyze the involvement of U.S. presidents in education and to correlate this analysis with an assessment of national educational outcomes. In the early republic, the founding fathers stressed education mainly as a tool for citizenship. Having successfully gained independence through a revolution, they perceived education as the best means to insure that democracy would prevail at home. In the 19th century, only during the Civil War was there a presidential recognition that education could be advanced for economic reasons. Presidential interest in education was periodic until World War II. With the rise of an economy increasingly dependent on new technology, U.S. presidents were confronted with the need to develop a more educated workforce. The book devotes separate chapters to the involvement of three presidential administrations to education: Lyndon Johnson, Ronald Reagan, and George Bush. A bibliography of more than 180 items is included. (DB)

ED 359 127 SO 023 127

Holidays. Advisory List: Instructional Media.
PUB DATE- Jul 92
NOTE- 13p.; Documents in this series are updated periodically.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Holidays; *Instructional Materials; Preschool Education; *Reading Materials; *Social Studies
IDENTIFIERS- North Carolina

qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information. (JDD)

ED 359 148 SP 034 525

Hatfield, Maryellen Brown
Health Assessment and Readiness To Learn: An Interagency Collaborative Model.
PUB DATE- 11 Oct 92
NOTE- 64p.; Paper presented at the Annual Meeting of the American School Health Association (66th, Orlando, FL, October 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Child Health; Early Childhood Education; *Medical Care Evaluation; Nurse Practitioners; *Preschool Children; Public Health; Referral; School Nurses; *School Readiness; *Screening Tests
IDENTIFIERS- *National Education Goals 1990; South Carolina

Consistent with the first of the National Educational Goals 1990 (to ensure that all children in America will start school ready to learn by the year 2000), South Carolina initiated the Pre-School Health Appraisal Project (PSHAP), a collaborative practice model based on the experiences of 4 years of project development and findings. Initiated in 1988 and funded by the state, the project was tasked with providing pre-school comprehensive health appraisals for children prior to their entrance into first grade. Appraisals were conducted by public health nurses, nurse practitioners, and school nurses at the school site. The service was offered to all children at no cost; parents were encouraged to be present; conditions and problems were identified; referrals were made to the private sector; payment sources for care included Medicaid, self-pay, and health insurance; referral outcomes were monitored; and parents were educated to care for minor health conditions in their children. Data tables and charts are included in the paper. Appendices, which comprise about three-quarters of the paper, provide PSHAP forms, home treatment letters, information on school and health district responsibilities, confidential parent questionnaire, coordinators' instructions, maps of school districts eligible for PSHAP, and a list of selected PSHAP participating school districts in PSHAP year 4. (LL)

ED 359 149 SP 034 528

Lipman, Peter
School-Based Staff Development: Focused Interviews in Pilot Schools. Formative Evaluation. Research Report #90/91-32.
PUB DATE- Jul 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Interviews; Pilot Projects; Program Effectiveness; Program Evaluation; *School Based Management; *Staff Development
IDENTIFIERS- *Scarborough Board of Education ON

This study evaluated the School-Based Staff Development (SBSD)

IDENTIFIERS- Knowledge Base for Teaching; *Pedagogical Content Knowledge

Between 1986 and 1990, a longitudinal study called Teacher Education and Learning to Teach (TELT) was conducted by the National Center for Research on Teacher Education (NCRTE). The purposes of the study were: to investigate how formal teacher education bears on teacher learning; the impact that a variety of approaches or alternatives have on teachers' knowledge and skills; and the role of teacher education in relation to the many other influences on teacher learning. This document describes the conceptual work involved in the TELT study, its general design, and some initial findings. Major findings are grouped according to several key issues in the area of teacher education and teacher learning: (1) learning subject matter knowledge and majoring in academic subjects in college; (2) learning to accommodate diverse learners; (3) learning with the help of mentors; (4) learning in alternative certification programs; and (5) learning in preservice teacher education programs that differ in structure and orientation. The TELT study suggests that substantial changes in teaching practice are most likely to occur when teachers have extended ongoing assistance that is grounded in classroom practice, providing opportunities to try and adapt new practices in their own classrooms and enabling teachers to learn concurrently about subject matter, how diverse students learn it, and how teachers can teach it. (Author/ LL)

ED 359 169 SP 034 609

Featherstone, Helen

Learning from the First Years of Classroom Teaching: The Journey In, the Journey Out. NCRTL Special Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teachers; Classroom Techniques; College Role; Elementary Secondary Education; Group Discussion; Higher Education; *Inservice Teacher Education; *Learning Experience; *Personal Narratives; Preservice Teacher Education; Problem Solving; Self Concept; Teacher Attitudes; *Teaching Experience

Beginning teachers' learning is complex and personal: they learn about themselves as teachers; they fight with newly revealed selves endeavoring to change; and they engage in a struggle that is both emotional and intellectual. This report presents narratives, based on both journals and taped conversations, of the learning experiences of six novice teachers who participated in Beginning Teacher Study Groups; it also presents a smaller, but still significant number of stories from the narrative literature on teaching: published nonfiction accounts of teaching written by teachers themselves. Stories are useful for understanding the sense teachers make of things that happen--ways in which they make sense of a stream of crises and demands; and also for describing possible avenues for teacher learning including learning to move away from absorbing school norms simply by "osmosis," perhaps by glimpsing one's behavior through the eyes of a colleague and thus becoming able to make more conscious choices; juxtaposing old advice and new experience; and struggling with teaching problems. The document concludes with a discussion of 5-year

James, Joseph A.
Objectives and Procedures in Self-Paced French.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *College Second Language Programs; *French; Higher Education; *Independent Study; *Individualized Instruction; *Introductory Courses; *Pacing; Program Descriptions; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Francis Marion College SC

A self-paced introductory French course sequence offered at Francis Marion College (South Carolina) was begun in response to nontraditional students' difficult study schedules and varied language backgrounds and knowledge levels. This program of individualized instruction has objectives identical to that of standard French instruction at the same level, and students can alternate between courses taught by the two methods. However, procedures differ significantly. In the self-paced course, class attendance is mandatory, but students work with text and syllabus at their own pace. The syllabus is organized by course days, not class meetings, and students take exams when they feel they are ready. The oral language component is satisfied through teacher example, regular language laboratory or home audiotape use, and three laboratory examinations. Conversation sections are used to reinforce language learned in the laboratory, address problems in text material, and contribute to group dynamics among self-paced students. Increased flexibility is the principal advantage of the method, and promotion of self-reliance and initiative is also a valued result. For the instructor the main difficulty is in the paperwork generated with the method, primarily in the number of tests and test versions required. Self-pacing has increased French enrollment. (MSE)

ED 358 716   FL 021 270

Ada, Alma Flor
A Critical Pedagogy Approach to Fostering the Home-School Connection.
PUB DATE- 8 Jun 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; Economically Disadvantaged; Elementary Secondary Education; *English (Second Language); Language Acquisition; Native Language Instruction; *Parent Child Relationship; *Parent Participation; *Parent School Relationship; Second Language Learning; *Teaching Methods

Many of the institutions that have helped children deal with the challenge of growing up, such as small towns and extended families, are disappearing or changing, and as a consequence schools are faced with greater responsibilities. Educators must reexamine what they do to acknowledge and validate the home and family, and must extend the educational process beyond the classroom. This is especially important for language minority and economically disadvantaged students. Educators can foster the student's first language as the vehicle for healthy home interaction, validate the informal education of language

DESCRIPTORS- Advocacy; Articulation (Education); *Curriculum Design; *Educational Needs; Educational Research; Education Work Relationship; Elementary Secondary Education; Graduation Requirements; Higher Education; Instructional Materials; Language Research; Language Teachers; Professional Associations; Program Design; *Regional Characteristics; Relevance (Education); *Second Language Programs; Surveys; *Teacher Attitudes; Teacher Education; *Teaching Methods; Testing; Travel

A survey of 368 second language teachers at the elementary school, middle school, high school, and college level in the southwest United States (Arizona, Colorado, Nevada, New Mexico, Texas) investigated teachers' priorities for language instruction in the 1990s. Respondents ranked aspects of language instruction in priority order. Results were similar for all states. Averaging of rankings resulted in this rank order: (1) methods; (2) curricula; (3) materials; (4) advocacy; (5) teacher preparation; (6) travel opportunities; (7) testing; (8) articulation; (9) requirements; (10) research; (11) career applications; and (12) professional organizations. It is noted that the first three items correspond to areas of intensive interest and work in the teaching profession in recent years, yet remain highly ranked. It is also concluded that advocacy to the public of the value of language study is a primary concern of teachers. Subareas of each of the 12 priority areas were also ranked, revealing specific areas of teacher concern. The questionnaire used in the survey is included with the report. (MSE)

ED 358 739 FL 021 322

Ferroli, Lou; Shanahan, Timothy
Voicing in Spanish to English Spelling Knowledge Transfer.
PUB DATE- Dec 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, December 2-5, 1992, San Antonio, TX, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; Classroom Techniques; Elementary School Students; *English (Second Language); Grade 2; Grade 3; *Interlanguage; Language Patterns; Phonology; Primary Education; Second Language Learning; *Spanish Speaking; *Spelling Instruction; *Transfer of Training
IDENTIFIERS- *Voicing

A study investigated spelling error patterns in native Spanish-speaking students of English as a Second Language to determine the degree to which errors can be attributed to phonological patterns. Specifically, it examined (1) which spellings can be attributed to differences in voicedness of consonants, and (2) whether the voicedness can be used to identify a progression of spelling strategies that characterize Spanish-influenced English spelling. Subjects were 47 second- and third-grade children in a transitional bilingual education program just beginning to receive English instruction. Spelling proficiency in English and Spanish was pre-tested with 18-word developmental spelling tests, then weekly spelling samples were collected over 20 weeks. Five new words incorporating key spelling features were included with regular spelling words each week. Patterns of individual phonemes and corresponding spelling were analyzed. Results indicate that whatever conceptual knowledge children had of the spelling system in

Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Doctoral Degrees; *Doctoral Dissertations; Doctoral Programs; Dropout Prevention; Family Problems; *Graduate Study; *Help Seeking; Higher Education; Research Papers (Students); *Student Research; Teacher Student Relationship

This book offers suggestions to doctoral students, primarily in the social and behavioral sciences, the humanities, and such professional fields as education, counseling, and social work, to help them succeed in earning a doctoral degree. It is based on the observation that successful students not only have knowledge obtained from the books they study, but also must develop an emotional and intellectual toughness, political savvy, self-discipline, and be able to accurately read the environment in which they have to function. Chapters examine (1) the dropout problem in doctoral programs, the reasons for it, and what is required, from the student's perspective, to complete a program; (2) why doctoral study is different from other academic pursuits; (3) suggestions in choosing a dissertation topic; (4) suggestions on working with the department chair and others in obtaining help; (5) ideas for writing a proposal and the dissertation; (6) things to consider when defending a thesis; and (7) problem areas for doctorate-seeking students that involve their marriage, family, and friends, including a discussion on wives pursuing doctoral study. (GLR)

ED 358 759 HE 026 484

Quality Assessment of Research Protocol 1993 = Onderzoekboordeling.
PUB DATE- Mar 93
NOTE- 93p.; A fuller Dutch subtitle appears of the verso of the title page: Engels-/Nederlandstalig protocol voor de kwaliteitsbeoordeling van het universitaire onderzoek.
LANGUAGE- English; Dutch
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Committees; Documentation; *Evaluation Methods; Foreign Countries; Guidelines; Higher Education; *Quality Control; *Research; Research Universities
IDENTIFIERS- *Netherlands

This protocol explains the new system for assessing research quality at research universities located in the Netherlands. It discusses the legal and historical background for establishing a new system of quality determination in research, describes the essential aspects of the research assessment process and the particular tasks of universities/faculties and other interested organizations, and presents the procedures used by the review committee. Guidelines for the disciplinary committees to establish protocols per discipline and the convening of a review committee are indicated, and the agreements concerning documentation the universities must furnish for the review committees are provided. Appendices provide the planning activity dates scheduled during the 1993 trial year, the classification of disciplines and the schedule for the research assessments, and the composition of the documentation. (GLR)

ED 358 760 HE 026 485

Vroeijenstijn, A. I.; And Others
International Programme Review, Electrical Engineering. Report

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Doctoral Degrees; Doctoral Dissertations; Doctoral Programs; Financial Needs; Financial Support; Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; *Minority Groups; Student Financial Aid

This guide designed to be particularly useful to minority graduate students, outlines the process one must master in order to earn a doctoral degree. Through a step-by-step approach, it divides the doctoral degree process into four phases from entry to graduate school to completion of the doctoral requirements. It provides guides and checklists for monitoring one's progress through each phase of the process. Action steps and milestones are highlighted for each phase along the way. The first section, on getting off to a good start in graduate school, includes tips for dealing with department faculty and some of the basic terminology unique to graduate education, including a glossary of acronyms. A section on financing graduate education describes forms of graduate assistance, national fellowship programs, and includes a financial planning worksheet. A section on program planning explores course selection, selecting the major professor, and a doctoral process milestone checklist. The dissertation process is addressed in a section that covers the research topic area, the "doldrums' period, the dissertation itself, and microfilming and filing copies with various departments. A final section talks about making the system work for the student with tips on tapping one's full potential, and a "Ten Commandments" for completing a doctoral degree. (JB)

ED 358 780 HE 026 509

Samuels, Helen Willa
Varsity Letters: Documenting Modern Colleges and Universities.
PUB DATE- 92
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Colleges; *Documentation; Higher Education; *Information Storage; Institutional Research; Institutions; *Preservation; *Records Management; Universities

This book is a functional study of colleges and universities and is intended to aid: (1) those responsible for the documentation of these institutions including archivists, records managers, administrators, historians, librarians; and (2) those responsible for documentation within other institutions such as banks, hospitals, governments, etc. For those involved in academic environments, the book offers specific advice about the records of modern colleges and universities and proposes a method to ensure their adequate documentation. The volume contains descriptions of the primary functions of colleges and universities and explores the problems of documenting them. For those in other institutions, the book offers a method to analyze and plan the preservation of records for any type of institution. (GLR)

ED 358 781 HE 026 510

Fontaine, Sheryl I., Ed.; Hunter, Susan, Ed.
Writing Ourselves into the Story: Unheard Voices from Composition

Sharma, Madhav P.; Mulka, John S.
The Impact of International Education upon United States Students in Comparative Perspective.
PUB DATE- Mar 93
NOTE- 28p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Kingston, Jamaica, March 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *Cultural Awareness; Cultural Pluralism; Foreign Culture; Foreign Students; Higher Education; *International Education; *Multicultural Education; *Student Attitudes; Surveys
IDENTIFIERS- Diversity (Student)

This study evaluated international attitudes of American students from six U.S. universities as related to number of semesters on campus, campus density of international students, and university involvement in international education programs, especially study abroad programs. An instrument was developed which evaluated student attitudes in seven areas including cultural pluralism, worldmindedness, international career aspirations, and political liberalism. The 42-item questionnaire was distributed to 2,400 students, with a response rate of 45% (N=1,065). Major findings indicated that students who spent one to five semesters on campus exhibited more cultural acceptance, were more world minded, had more international career aspirations, demonstrated a greater understanding of U.S. culture, and showed higher interest in international activities than did students who spent six or more semesters on campus. Discussion suggests these findings result from the fact that relatively few students participate in study abroad programs and that freshman and sophomore students are more likely to interact with international students and participate in study abroad programs than junior or senior students. Among recommendations are that more students be encouraged to take advantage of study abroad programs, that a mechanism for better integration of international and U.S. students be developed, and that governmental and other organizations continue to financially support the promotion of international educational activities. Contains 14 references. (GLR)

ED 358 801 HE 026 535

Utilization of Residence Hall Facilities, Fall 1992, with Trends from Fall 1983.
PUB DATE- Jun 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Dormitories; *Educational Facilities; Facility Utilization Research; Higher Education; Income; Public Colleges; School Statistics; School Surveys; *Space Utilization; Statistical Data; Trend Analysis
IDENTIFIERS- *State University of New York

This report presents utilization summary data in the form of 12 tables from all New York State-operated institutions of higher education having residence hall facilities. The tables provide information on such areas as occupancy rates, bed rental information, revenue-producing "other" utilization, and trends situations. In the first study, 109 fifth graders reported their preconceptions toward watching television, using a computer, reading, writing, and listening to a teacher in aspects of preference, difficulty, and learning expectancy. Preconceptions about media activities were related to teachers' patterns of media use in classes, and preconceptions were also connected with learning from these instructions. In the second study, 134 eighth graders were asked the same preconception questions, with additional questions on their perceptions of the realism of media and their causal attributions of success and failure in learning from media. These results support those of the first study in suggesting that there is a reciprocal interaction among learners' preconceptions about media, teachers' media utilization, and performance in learning from media. Nine tables and three figures illustrate the discussion. Eight transparencies have been reproduced and included. (SLD)

ED 358 819 IR 016 099

Patrikis, Peter C.; And Others
Multimedia and Language Learning. Technology in Higher Education: Current Reflections. Fourth in a Series.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 90
NOTE- 51p.; Some of the papers are reprinted with permission from "Academic Computing," November-December 1990.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Essays; Futures (of Society); Higher Education; Hypermedia; Instructional Materials; *Interactive Video; Language Proficiency; *Multimedia Instruction; Problems; *Second Language Instruction; *Second Language Learning; Second Languages; Teaching Methods
IDENTIFIERS- Interactive Systems

The five essays in this volume represent the contributions of one group of leaders in the application of computers to the teaching and learning of foreign languages and illustrate present and future uses of technology in assisting language learning. Various pedagogical problems and approaches are considered in the papers. They are: (1) "Foreign Language Instruction and the Computer" (Peter C. Patrikis); (2) "Emerging Genres of Interactive Videodiscs for Language Instruction" (Janet H. Murray); (3) "Practical Hypermedia and Hypertext" (David A. Bantz); (4) "Interactive Audio and Computer-Assisted Language Learning" (Randall L. Jones); and (5) "Multimedia and Listening Comprehension" (James S. Noblitt). (Contains 8 references.) (SLD)

ED 358 820 IR 016 100

Evans, Terry, Ed.; Juler, Philip, Ed.
Research in Distance Education: 2. Revised Papers from the Research in Distance Education Seminar (2nd, Geelong, Victoria, Australia, 1991).
PUB DATE- 92
NOTE- 224p.; For the 1989 seminar papers, see ED 342 383.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

Odessa (Texas). Both groups of students were simultaneously taught, using the same course content. Data were collected for 14 weeks. All students completed the course and responded to the 25-item Student Data Profile Survey, a 25-item course pretest and posttest, the Canfield Learning Styles Inventory, and the Course Follow-Up Survey. Findings suggest that learning style preferences may affect academic achievement and attitude of students involved in distance education settings, replicating the results of studies of students in traditional classroom settings. Learning style instruments could be given to students in distance education courses, and instructors could vary instruction to encompass the different preferences, conforming instruction toward the modality through which students learn best. One table presents study findings. (Contains 13 references.) (SLD)

ED 358 837   IR 016 123

Sayers, Dennis
Interscholastic Correspondence Exchanges in Celestin Freinet's Modern School Movement: Implications for Computer-Mediated Intercultural Learning Networks.
PUB DATE- Nov 90
NOTE- 36p.; Paper presented at the North American Freinet Congress (1st, St. Catharine's, Ontario, Canada, November 17, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Cross Cultural Studies; Cultural Awareness; Educational Cooperation; Educational History; Educational Research; *Educational Technology; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Intercultural Communication; *International Educational Exchange; *Learning; Letters (Correspondence); Partnerships in Education; Technological Advancement; Theory Practice Relationship
IDENTIFIERS- France; Freinet (Celestin); Historical Background; *Intercultural Learning Network; *Modern School Movement
Although the work of Celestin Freinet has exerted considerable influence on European education, it remains largely unknown to English-speaking educators. The Modern School Movement (MSM), which Freinet founded in 1926, is worldwide in scope, and has affiliated organizations in 13 countries with correspondent groups in more than 20 nations. The MSM is the largest student learning network ever to have used educational technologies as a central aspect of its day-to-day functioning. Published literature on the practice of the MSM offers a multifaceted, critical perspective on six decades of technology-mediated intercultural learning networks that can serve as a rich source for educators. The history of the MSM is traced, emphasizing developments that have led to the correspondence exchanges of matching classes and partner classes among schools. The MSM encourages individual correspondence between students, as well as collective exchanges of cultural packages, letters, and audiovisual presentations. This paper discusses teacher development, the use of classroom technology, and organizational structure and issues. Also reviewed are implications for educational research and practice in a cross-cultural context. (Contains 63 references.) (SLD)

Instruction; Optical Data Disks; Professional Associations; Technological Advancement
IDENTIFIERS- *Multimedia Materials; Vendors

Multimedia allows computing to move from text and data into the realm of graphics, sound, images, and full-motion video, thus allowing both students and teachers to use the power of computers in new ways. Key elements of multimedia are natural presentation of information and non-linear navigation through applications for access to information on demand. Multimedia can be thought of as using the computer to provide a multisensory experience. Non-linear navigation is often termed hypermedia, the ability to move through information non-sequentially. Efficiency and effectiveness are reasons for using multimedia in instruction. This paper reviews numerous benefits of multimedia as well as various situations in which its use is appropriate, types of multimedia applications, ways of producing multimedia lessons, and strategies for using multimedia. Effective multimedia use in higher education depends on a faculty leader to provide vision and mediate a departmental connection, an administrative leader, and a computer support leader. To meet the multimedia development needs of educators, International Business Machines (IBM) has created the Advanced Academic System (AAcS), a personal computer preloaded with multimedia hardware, productivity software, and exclusive multimedia software. Applications such as the AAcS hold great promise in education and can be applied to virtually any subject matter. Appendix A lists CD-ROM, laserdisc, and video suppliers. Appendix B lists associations involved in multimedia development and related activities. (Contains 8 references.) (SLD)

ED 358 857 IR 054 582

Library Services in New Hampshire: A Long-Range Program for Statewide Library Development as Assisted by the Federal Library Services and Construction Act. Adopted by the New Hampshire State Library Advisory Council.
PUB DATE- Dec 91
NOTE- 98p.; Cover title is variant of inside title: "Long-Range Program for Library Service, 1992-1996."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Evaluation Methods; Federal Aid; Federal Legislation; Library Cooperation; Library Development; Library Personnel; *Library Planning; *Library Services; *Long Range Planning; Needs Assessment; Program Evaluation; *State Programs; Statewide Planning; *Telecommunications
IDENTIFIERS- Action Plans; Library Services and Construction Act; *New Hampshire

The New Hampshire Long-Range Program (1992-1996) was prepared in accordance with the requirements of the Library Services and Construction Act (LSCA). It identifies the state's library needs and the actions to be taken toward meeting those needs. The program was developed to ensure that all persons in New Hampshire will have equal access to library service. Emphasis is placed on the coordination of services among the libraries of the state. Evaluation is conducted by the New Hampshire State Library Advisory Council and the professional staff of the State Library. Linkages among the libraries, facilitated by the relatively small size of the state, are discussed, as are the services offered to various categories of patrons. The

*Local Area Networks; Program Evaluation; Student Attitudes; Thinking Skills; Two Year Colleges; Two Year College Students; *Writing (Composition); *Writing Attitudes; Writing Instruction
IDENTIFIERS- *Thomas Nelson Community College VA

A computer-oriented, classroom-based research project was conducted at Thomas Nelson Community College in Hampton, Virginia, to explore the ways in which students in a composition and literature class might use a local area network (LAN) as a catalyst to critical thinking, to construct a decentralized classroom, and to use various forms of discourse. The project focused on 49 freshmen enrolled in spring 1992 in two sections of a college composition course that develops writing skills through reflection on literary texts and culture. Students used interactive computer tutorials to analyze essays, plot, and characterization; and posted their work on the LAN electronic bulletin board for comments by other students and the instructor. Several times during the semester, instructors asked students to generate their own critical questions about the texts being read. Data on student progress were gathered through a writing attitude survey, a computer-assisted instruction attitude survey, and a typology used to rank the degree of complexity of students' questions. Study findings included the following: (1) the use of computers appeared to have less influence on attitudes toward writing than did the instructor assigned to the section; (2) most students reported that the computers were easy to learn; (3) students' questions resisted simple categorization through the typology; and (4) the degree of complexity of the questions did not correlate with final course grades. Recommendations concerning hardware and software, student and teacher preparation, and use of LANs are included. (Contains 15 references.) (PAA)

ED 358 876 JC 930 291

Griffin, Tom; Songer, Tim
FIPSE--Adult Literacy Courseware Development, September 1, 1985-December 30, 1988. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Learning; *Adult Literacy; *Adult Reading Programs; Audiovisual Aids; Aural Learning; Cognitive Style; Community Colleges; Computer Uses in Education; Educational Innovation; Individual Development; *Interactive Video; Literacy; Program Descriptions; *Program Evaluation; *Reading Instruction; Reading Skills; Two Year Colleges; *Videodisks; Visual Learning

A project was undertaken at Central Piedmont Community College (CPCC), in Charlotte, North Carolina, to develop, field test, and validate reading courseware for adults that takes into account individual learning styles. Two literacy products were developed and evaluated. The first, the Learning Style Survey (LSS), is an interactive videodisc developed to assess the preferred learning styles of low-literate adults. The LSS was validated through field tests involving more than 1,000 adult students nationwide, which revealed that over 60% of the participants reading below a 9th grade level had a strong preference for auditory materials, while 60% of those reading action plan. A task force of practitioners and researchers are developing a model of effectiveness for two-year colleges, and have identified the following core effectiveness indicators: career preparation, transfer preparation, developmental education, general education, customized education, community development, and student progress. Twenty-six transparency masters are included. (PAA)

ED 358 892 JC 930 326

Anderson, James M., Ed.; And Others
A Foundation Manual for California Community Colleges.
PUB DATE- Sep 90
NOTE- 240p.; Photocopied materials may be marginally legible.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Awards; Codes of Ethics; Community Colleges; Educational Finance; *Fund Raising; Governing Boards; Nonprofit Organizations; *Organizational Development; Personnel Policy; *Philanthropic Foundations; *Private Financial Support; Program Proposals; *Proposal Writing; School Funds; School Support; Taxes; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Designed to aid the development and organization of effective college foundations in California, this reference guide reviews the purposes of foundations and the steps in their organization, providing sample documents from existing foundations. The manual is divided into 11 sections, the first of which discusses reasons for establishing foundations, highlights characteristics of successful efforts, presents guidelines for writing mission and case statements, provides a sample statement from Coastline Community College, and discusses the California Community College system. Section II describes the organizing of a foundation in California, reviewing two types of foundations: those organized under the state corporate code, and those organized under the education code. This section also provides the text of Chapter 4.5 of the California educational code concerning auxiliary organizations, information on insurance, tax laws for exempt organizations, and procedures for achieving tax exempt status. The third section provides sample articles of incorporation and bylaws for auxiliary and independent foundations, while the next two sections discuss the development and organization of the board of directors. Section VI provides information regarding personnel procedures and a sample ethics statement, and section VII reviews accounting/reporting policies and procedures. Section VIII discusses approaches to fund raising, including capital campaigns, annual and planned giving, and mail campaigns, while section IX describes guidelines for deductibility and procedures for reporting to the Internal Revenue Service. Section X provides a list of professional support organizations and bibliographies for further information. Finally, section XI describes a 1989 survey of 86 California community colleges regarding the existence and characteristics of foundations. (MAB)

ED 358 893 JC 930 327

Anderson, James M., Ed.
Foundation Development Abstracts, 1991.

transfer rates include strengthening of articulation agreements with four-year institutions, improving the peer support system, and increasing the representation of Hispanic role models in staff and administrative positions. (PAA)

ED 358 908 PS 020 642

Caring Communities: Supporting Young Children and Families. The Report of the National Task Force on School Readiness.
PUB DATE- Dec 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; *Child Health; *Community Involvement; Community Support; Early Childhood Education; Educational Policy; *Family Programs; Family School Relationship; Federal Aid; Health Needs; Learning Readiness; Program Development; Public Education; School Business Relationship; *School Community Relationship; *School Readiness; State Aid; Young Children
IDENTIFIERS- National Education Goals 1990

In January 1991, the National School Readiness Task Force was formed to promote the national goal of assuring that all children start school ready to learn. This report presents the Task Force's considerations and recommendations based on research reviews and interviews with practitioners nationwide. Following a brief discussion of the Task Force process, Chapter I redefines the concept of school readiness to include children's physical health, self-confidence, and social competence, and presents recommendations to create "caring communities" to support parents and foster children's learning and development. Chapter II provides a rationale for change, focusing on alarming trends in child health, stress on families, and lack of programs and resources for children. Chapter III presents the Task Force's vision of comprehensive support for young children and families throughout communities, while chapter IV discusses its vision of schools that are supportive of children and families. For each vision statement, a discussion is provided of developmentally appropriate practices, parent involvement, training/development and adequate compensation for staff, and comprehensive services for children. Chapter V presents four steps to building a caring community, including: (1) community leadership and planning; (2) improved federal policies and investments; (3) improved state policies and investments; and (4) initiatives by business and voluntary agencies to influence public policy and support parent involvement. Background information on Task Force members is attached. (Contains 54 references.) (AC)

ED 358 909 PS 020 994

Kostelnik, Marjorie J.
A Guide to Team Teaching in Early Childhood Education.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Classroom Communication; *Early

first-born children with and without a sibling, this study surveyed 151 adult first-born children (22 only-child females, 59 females with a sibling, 25 only-child males, and 45 males with a sibling) who completed a child-rearing practices report for each of their parents. The child-rearing practices report consisted of seven factors: (1) emphasis on achievement; (2) authoritarian control; (3) expression of affect; (4) encouragement of independence; (5) overinvestment in the child; (6) protectiveness of the child; and (7) suppression of aggression. Subjects also completed self-descriptions. Results indicated that parents did not discriminate on the basis of their child's sex on practices emphasizing achievement, independence, and overprotectiveness, though first-borns received more encouragement for independence from both parents than did only-children. Generally, results indicated that fathers showed more differential treatment based on the sex of the child than did mothers, with greater openness in expressing affect and greater investment in daughters than sons. Parents showed greater authoritarian control toward boys than girls, and more control with female only-children than female first-borns. (MM)

ED 358 927 PS 021 428

Speer, James Ramsey; Wiederhold, Cheryl
Assessing False Belief Attribution in Preschool Children: The Validity of the Unexpected-Object/Familiar-Container Paradigm.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cognitive Development; *Cognitive Processes; *Preschool Children; Preschool Education; *Research Methodology; Research Problems
IDENTIFIERS- *False Beliefs

To assess young children's understanding of false belief, investigators often show them a familiar container, then demonstrate that it holds an object different from the one the children expected. The children are then asked what they originally thought the container held, and what another container will hold. Three-year-old children typically answer with the name of the unexpected object. This behavior is usually interpreted to mean that children cannot comprehend false belief. To test this interpretation, two experiments were conducted. In the first experiment, 3-year-old children's answers to belief questions did not differ between conditions in which the questions employed the word "think" and conditions in which a nonsense word replaced "think." The second experiment found that, unlike 3-year-olds, 4-year-old children responded differently to belief questions containing "think" than to questions in which a nonsense word was substituted. Results from these experiments seem to demonstrate that 3-year-old children may not understand the relevant sense of the word "think," and therefore, that the common version of the paradigm of the familiar container and the unexpected object is not suitable for assessing their understanding of false belief. Contains 21 references. (Author/MM)

ED 358 928 PS 021 429

Pelaez-Nogueras, Martha; Gewirtz, Jacob L.
Mothers' Contingent Imitation Increases Infant Vocalizations.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Caregiver Speech; *Imitation; Infant Behavior; *Infants; *Mothers; Parent Child Relationship; *Parent Influence
IDENTIFIERS- *Contingency Learning; *Infant Vocalization; Maternal Speech

This study compared the reinforcement effects of imitation to the elicitation effects of noncontingent maternal vocal stimulation. Subjects were 17 three- to six-month-old infants and their mothers. Infants received three successive experimental conditions: contingent imitation B1, noncontingent elicitations, and contingent imitation B2. Under the contingent imitation conditions mothers imitated the topography of their infants' vocal responses immediately after their emission. Under the noncontingent yoked-control condition, mothers responded in a pattern of duration and topography identical to the previous pattern (B1), but with a pause following the infant vocalization. Analysis showed that 15 of the 17 infants emitted higher vocalization frequencies under the contingent imitation conditions than under the yoked-control condition. It is concluded that mothers' imitative vocal responses can function as effective reinforcers for infant vocalizations. (MM)

ED 358 947 PS 021 471

Hartley, Deborah; Thomas, David G.
Brain Electrical Activity Changes and Cognitive Development.
PUB DATE- Mar 93
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Child Development; *Cognitive Development; *Males; *Physical Development; *Preadolescents; Visual Stimuli
IDENTIFIERS- Brain Activity; *Cortical Electrical Activity; *Event Related Potentials

This study investigated the relationship of cognitive developmental changes to physiological and anatomical changes by measuring both types of data within the same subjects. Cortical electrical activity was measured in 24 males between 10 and 12 years of age. Event-related potentials (ERPs) were recorded from midline scalp electrodes during a visual task in which two different stimuli were presented sequentially. Half of the subjects in each age group were at Level 6 of Fischer's skill hierarchy; the other half were at Level 7. Advancement from Level 6 to 7 involves the acquisition of the ability to derive a single abstract concept from the comparison of two concrete instances of that concept. IQ was also measured for each subject. Results showed that the amplitude of P300 was significantly greater for boys in Level 7 compared to Level 6. P300 latency changed significantly as a function of age, but the change was not linear. Trial-to-trial variability of the

Childhood Education; the School Code of Illinois; and the number of prekindergarten projects in each Illinois county for fiscal year 1992. Included also are 13 data tables and 8 figures. (MM)

ED 358 966 PS 021 500

Peterson, Penelope L.; And Others
Elementary Teachers' Reports of Their Goals and Instructional Practices in Six School Subjects. Elementary Subjects Center Series No. 103.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Check Lists; Comparative Analysis; Conventional Instruction; *Educational Objectives; Elementary Education; *Elementary School Teachers; Literature Appreciation; Mathematics Education; Music Education; Science Education; Social Studies; *Teacher Attitudes; *Teaching Methods; *Teaching Styles
IDENTIFIERS- California; Florida; Michigan; *Teacher Surveys

This study documented elementary teachers' reported practices in mathematics, science, social studies, literature, art, and music. The study also identified the extent to which teachers espoused instructional goals and practices associated with teaching for understanding compared with basic skills approaches. Respondents were 678 elementary school teachers from 35 schools surveyed in California, Michigan, and Florida. Survey analysis indicated that the least common practice reported by teachers in all six subjects was to have students write text more than a paragraph long. The median proportion of time that students spent in writing was only 1-to-5 percent. A second pattern that emerged across all subjects except literature was that teachers tended to focus on practices associated with basic skills instruction rather than practices associated with teaching for understanding. Despite differences between California and Florida in their published policies, the survey showed few consistent differences between California, Florida, and Michigan teachers' reported instructional goals and practices in elementary subjects. A sample teacher survey is appended. (MM)

ED 358 967 PS 021 502

Chaney, Carolyn
Young Children's Jokes: A Cognitive Developmental Perspective.
PUB DATE- 14 Feb 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Western States Communication Association (Albuquerque, NM, February 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; Child Development; *Cognitive Development; *Developmental Stages; *Humor; Play; *Toddlers
IDENTIFIERS- *Humor Development; *Jokes

This study examines the earliest jokes produced by three children and investigates how these jokes contribute to a model of humor development. Subjects were three male infants, and data was

*Proposal Writing; Rural Education; *Rural Schools; *School Districts; Social Problems
IDENTIFIERS- Gadsden Independent School NM

Gadsden Independent School District (GISD) in rural New Mexico sought alternative funding sources to meet student needs in the areas of early childhood education, special education, at-risk programs, and partnership programs with communities and local colleges. Although this school district has been granted funds for many of its projects, unforeseen problems have emerged, including hidden costs and teachers perceiving special projects as additions to teaching loads. This indicates the need to establish a policy and procedure plan before grants or requests for funds are written. Drawing on GISD's experiences, this paper discusses: (1) reasons for seeking alternative funds; (2) current social issues and subject areas for which funding is available; (3) the funding search process, including the need to train district staff and administrators as proposal writers or create statewide networks of proposal writers; (4) developing a district or statewide grant writing procedure for optimizing school district planning and projections while meeting funding obligations and controlling hidden costs; (5) community partnership and team building; (6) building a grant writing team and writing the proposal; and (7) incorporating current social issue programs into regular education curriculum by meeting basic competencies, not increasing teaching loads. (LP)

ED 358 985 RC 019 158

Fishkin, Anne S.; Sullivan, Michael
Reforming Special Education.
PUB DATE- 93
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Administration; *Educational Change; Educational Policy; Elementary Secondary Education; Government School Relationship; Mainstreaming; Rural Areas; *Rural Education; School Restructuring; *Special Education
IDENTIFIERS- America 2000; Empowerment; *Reform Efforts; *West Virginia

This paper describes education reform as an integrated effort to modify not only the structure and elements of the education system but also the culture or belief structure of that system. Central to any discussion of school reform are the elements of restructuring, empowerment, and change. Current reform efforts in restructuring revolve around a top-down management approach that contradicts true education reform. In order to transform and empower rather than simply restructure, expectations for schools must be matched with current practice. It is essential that clearly defined goals are jointly developed by all involved stakeholders. In addition, change requires allocation of fiscal and human resources and teacher support systems if continuous improvement is to result. In West Virginia, a predominantly rural state with a large percentage of small schools, several tiers of "reform" activities are uncoordinated and contradict basic premises of successful reform. Although implementation. The technology tends to make teachers more organized and more conscious of the teaching process, and projects cannot survive without teacher support and commitment. The technology was used for a variety of educational configurations, including Chapter 1 and community adult education. The projects studied were considered successful and educationally effective, were strongly supported by all participants, and are likely to continue. (SV)

ED 359 003 RC 019 176

Pittman, Robert B.
The 21st Century and Secondary School At-Risk Students: What's Ahead for Teachers in Rural America?
PUB DATE- Mar 93
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; *Educational Trends; *Futures (of Society); *High Risk Students; High Schools; High School Students; *Potential Dropouts; Rural Areas; *Rural Education; School Community Relationship; Social Influences

This paper discusses several demographic, economic, and technological trends with implications for rural education and dropout rates in the coming decades. As the American population ages, the focus of public policy will shift from youth services to health, safety, and environmental issues. This shift is likely to result in lower levels of funding for public education, and in environmental regulations that may depress certain rural economies. In addition, a national trend toward reductions in agricultural, mining, resource-related, and manufacturing jobs will have disproportionate effects on rural areas where such jobs are concentrated. Some rural areas will be able to offset job losses because of proximity to a metropolitan area with a growing number of service jobs. Other rural areas can anticipate a continuation of higher poverty and unemployment in rural than nonrural areas, a trend suggesting greater family instability in affected rural areas. On the other hand, technology holds promise as a base for the diversification of rural economies and as a means for expanding instruction in small rural schools. A model posits that the dropout decision is highly dependent on the student's academic and social integration. Future trends could influence rural student integration: negatively, through larger classes, larger schools, less opportunities for extracurricular participation, and unstable home environment; or positively, by stimulating student interest through new technologies. (SV)

ED 359 004 RC 019 177

Koury, Kevin A.; And Others
Impacting Attitudes of Teachers toward Mainstream Students Who Are At-Risk: A Holistic Approach.
PUB DATE- Mar 93
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

gives teachers and school reform leaders new tools to examine and systematically realign mathematics programs. MAP engages an interdisciplinary coalition within a school in an exploration of mathematics instructional excellence. Through an extensive self-study, a school answers the question, "How well is our mathematics program meeting the needs of the students in our school?" MAP integrates three central ideas: consensus on the need for major revisions in middle-grades mathematics, need to implement effective mathematics instructional practices targeted for adolescents, and existence of practical, tested strategies for planning change that can guide the restructuring of middle-grades mathematics programs. At the core of MAP is a set of "Criteria for Excellence" developed by a national advisory panel of middle-grades practitioners summarizing the principles underlying outstanding middle-grades mathematics education. This document, the "User's Manual," the first of a three volume set, contains six sections and appendices. Section 1 describes the trends in middle-grades mathematics and introduces the MAP "Criteria for Excellence". Section 2 explores the philosophic core of MAP, arguing that mathematics is a communication and problem-solving process. Sections 3 and 4 take team members through the approach to conducting MAP: collecting, analyzing and summarizing the data, and writing an action plan for implementing changes. Section 5 provides a staff development exercise to develop understanding of adolescents' mathematics needs. Section 6 provides annotated resource lists with over 250 references. The appendices include decision-making guidelines. (MDH)

ED 359 021   SE 052 581

Pechman, Ellen M.
MAP: Mathematics Assessment Process for the Middle Grades. Volume II. Assessment Instruments.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; Ford Foundation, New York, N.Y.
PUB DATE- Oct 91
NOTE- 113p.; For volumes I-III, see SE 052 580-582. For the implementation guide, see SE 052 579.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Classroom Environment; *Classroom Observation Techniques; Curriculum Development; Data Analysis; Educational Assessment; Elementary School Mathematics; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Instructional Development; *Interviews; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Middle Schools; Program Development; Program Effectiveness; Program Evaluation; *Program Improvement; Secondary School Mathematics; Self Evaluation (Groups); Surveys; *Teacher Effectiveness
IDENTIFIERS- *Mathematics Assessment Process Middle Grades

The Mathematics Assessment Process (MAP) for the Middle Grades gives teachers and school reform leaders new tools to examine and systematically realign mathematics programs. MAP engages an interdisciplinary coalition within a school in an exploration of mathematics instructional excellence. Through an extensive self-study, a school answers the question, "How well is our mathematics program meeting the needs of the students in our school?" MAP integrates three central ideas: consensus on the theme of changing the image of chemistry, made at a conference on chemical education. Included with the abstracts are the presenters' names and addresses. The conference included the following sessions: Lecture and Learning: Are They Compatible?; ChemSource; Relevant Chemistry for the Non-Science Major; Industry-Education Initiatives; Innovative Outreach Programs; Breaking the Bubble: New Thoughts on Testing and Evaluation; Enhancing the Role of the High School Laboratory; Empowering Student Success; New Courses in Chemistry; Finding and Retaining Future Scientists; Bringing Women into Chemistry; and Writing in the Curriculum. (AA)

ED 359 039 SE 053 386

Russell, Arlene A.
The Dissemination of Doing Chemistry. Final Evaluation.
PUB DATE- Nov 90
NOTE- 88p.; Appendixes I-VII are not included.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Educational Research; *Experiential Learning; High Schools; *Inservice Teacher Education; *Science Instruction; Science Materials; Science Teachers; *Secondary School Science; Secondary School Teachers; Teacher Education Programs; *Teacher Workshops
IDENTIFIERS- Hands On Science

Doing Chemistry is a practical resource for high school chemistry teachers that ties the specifics of classroom chemistry content to teaching practice. This final evaluation focused on the evaluation of workshops for teachers. An 81% return on a survey of the 206 lead teachers who participated in the National Science Foundation-funded Doing Chemistry workshops indicated that within this 18-month period, 90% of those teachers showed the materials to 2,500 colleagues, 50% gave 84 workshops involving 2,600 teachers, and 10% presented the materials as posters or papers to 1,700 colleagues. The acquisition of hardware for use with Doing Chemistry has proved difficult. However, 66% of the teachers who returned surveys had the equipment, and an additional 25% had plans to acquire the equipment. The teachers enthusiastically endorsed the workshops and the workshop leaders. (PR)

ED 359 040 SE 053 389

Rubin, Penni; Robbins, Eleanora I.
What's Under Your Feet? Activity Book. Earth Science for Everyone.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cartography; Conservation (Environment); Dinosaurs; *Earth Science; Elementary School Science; Elementary Secondary Education; Force; Fossil Fuels; Geography; *Geology; Learning Activities; Metric System; Paleontology; Plate Tectonics; *Science Activities; *Science Education; *Science Instruction; Science Materials; Soil Science; Space Sciences; Weather
IDENTIFIERS- Science Process Skills

This profusely illustrated activity book helps students understand systems and cycles, how years change the look of the Earth, and how students can protect resources. The sections (and activities) in this book are: (1) The Earth (Introduction--View, Soil & Dirt); (2) Forces (Plate Tectonics, Earthquakes, IDENTIFIERS- Longitudinal Study of American Youth; Science Education Research

To determine the relative importance of school and individual factors in the determination of science learning, achievement test scores were analyzed in relation to individual- and school-level factors in a national sample of about 2,000 tenth-grade students participating in the Longitudinal Study of American Youth. Hierarchical linear analyses showed that individual measures accounted for most of the variance. Previous achievement was the preponderant influence on subsequent achievement. Nonetheless, initial science attitude, instructional time, the home environment, and exposure to mass media were also significant individual-level influences on science achievement. (Author)

ED 359 061   SE 053 529

Crane, H. Richard
How Things Work.
PUB DATE- 92
NOTE- 118p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Electricity; Elementary School Science; Elementary Secondary Education; Energy; Force; Higher Education; Light; Magnets; Motion; *Physics; Problem Solving; Science Activities; Science and Society; *Science Education; Science Materials; Secondary School Science; Spectroscopy
IDENTIFIERS- Frisbee

This book is a collection of 66 "How Things Work" columns from the journal "The Physics Teacher," 1983-1991. All the devices and phenomena are ones that are met in everyday life, involve physics principles, and require explanations that are not immediately obvious. Topics include: touch panels in elevators, liquid crystal displays, metal locators, automatic toasters, traffic signals, copy machines, smoke alarms, halogen lamps, maintenance-free car batteries, air bags, bar codes, hydraulic ram, wind chill factor, doppler radar, and fishing spinners. The text is illustrated with black and white photographs and diagrams. (PR)

ED 359 062   SE 053 530

Hazelwood, Constanza C.; Roth, Kathleen J.
Gender and Discourse: The Unfolding "Living Text" of a Science Lesson. Elementary Subjects Center Series No. 60.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Discussion (Teaching Technique); Educational Research; Elementary School Science; Elementary School Students; *Grade 5; Intermediate Grades; Learning Activities; *Science Instruction; Science Teachers; *Sex Differences; Sex Fairness; *Small Group Instruction; Teaching Methods

This paper examines discourse among fifth-grade students in a science classroom. The authors assess students' participation in small-group activities by focusing on their roles during conversation. The issue of gender equity is raised as an

researchers could analyze them, and how patterns might
harmonize or oppose each other. (SG)

ED 359 081 SO 022 080

Barth, James L., Ed.
Citizenship as Social Studies Education. Bulletin 4.
PUB DATE- Jan 92
NOTE- 72p.; Papers presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 25, 1991). Prepared by the Foundations of the Social Studies Special Interest Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Educational History; Elementary Secondary Education; *Social Studies; United States History

This collection of seven papers focused on the topic citizenship as a part of social studies education. The titles of the papers are: "Old Glory, the Constitution, and Responsible Americanism: Elementary School Citizenship Education During World War II" (Sherry L. Field); "Shaping Model Citizens through Rituals of Good Manners: Examples from Guatemalan Elementary Schools" (Ronald W. Wilhelm); "'Your Mother Wears Army Shoes!' The Silly and Non-Productive Dispute between School History and the Social Studies" (O. L. Davis, Jr.); "Exploring Liberal-Democratic Dialogue in the Social Studies" (David Warren Saxe); "America 2000 Goal 3: A Reactionary Reform of Citizenship Education" (James L. Barth); "Social Studies: There Is a History, There Is a Body, but Is It Worth Saving?" (James L. Barth); and "The Contributions of Hilda Taba to Social Studies Education" (Jack R. Fraenkel). (DB)

ED 359 082 SO 022 122

Martin, Robert A., Ed.
Infusing a Global Perspective into the Study of Agriculture: Student Activities Volume II.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 91
NOTE- 246p.; This project is coordinated and managed by the National Task Force on International Agriculture. For volume I, see ED 330 610.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agriculture; Foreign Countries; *Global Approach; High Schools; Instructional Materials; International Relations; International Trade; Learning Activities; *Teaching Methods

These student activities are designed to be used in a variety of places in the curriculum to provide a global perspective for students as they study agriculture. This document is not a unit of instruction; rather, teachers are encouraged to study the materials and decide which will be helpful in adding a global perspective to the learning situation at hand. Each activity includes the purpose, student performance objectives, procedures for instruction, materials needed for instruction, and references. The following are examples of the 15 activities that are included: Developing a Bonsai Planting (T. Paulsen); Aquaculture: International Implication (D. McCracken); Forest in the Gulf, 1990-1991" (Philip P. Everts); (4) "Human Rights, Peace Studies, and International Education" (Jorgen Pauli Jensen); (5) "The Necessity of a Multiethnic Education for Peace and Coexistence in a Changing Europe" (Soren Keldorff); (6) "What Is This Thing Called Peace?" (Mary Maxwell); (7) "Cultural Symbiosis in Al-Andalus" (Sanaa Osseiran); (8) "Nonviolence in Education" (Pat Patfoort); and (9) "Peace Education in Sweden: Some Glimpses from the Public Debate" (Bengt Thelin). (SG)

ED 359 105 SO 022 875

Churchill, Stacy
Problems of Evaluation of Education in a Pluralistic Society: A Discussion Paper. Report Studies S.142.
PUB DATE- Mar 90
NOTE- 34p.; Abstracts of the document in French and in English are included. Paper presented at the UNESCO/IAEA Seminar on Evaluation for Educational Policy and Reforms (Princeton, NJ, March 20-21, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; Educational Change; *Educational Policy; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Multicultural Education; *Public Education
IDENTIFIERS- *Canada

The theme of this paper is how the objective of maintaining ethnocultural pluralism and diversity transforms the criteria for evaluating educational policies and reforms. The discussion is based on analysis of recent Canadian educational experience with respect to linguistic and cultural minorities. During the past 25 years, Canadian education has undergone a transformation that has caused a basic shift in thinking about evaluation related to education of linguistic and cultural minorities. The country has established a system that provides education to English and French speaking populations alike. Ethnocultural groups of immigrant descent and Native peoples have obtained greater school recognition of their languages and cultures. This paper concentrates on issues without attempting to review all that Canadian researchers and educators have said on the topic. The document presents findings of a major cross-national study; they provide a framework for discussing differences in policies for dealing with ethnocultural diversity in school populations. The main body of the paper addresses evaluation, showing how the interweaving of research results, theoretical juggling, and a bit of common sense have begun to give shape to new evaluation practices. Such issues are brought together in a section summarizing new dimensions of concern for those evaluating educational policy in a pluralistic society. (An appendix offers a text extract from "Stages of Policy Development Regarding the Education of Linguistic and Cultural Minorities in the OECD Countries" (Churchill). (Contains 17 references.) (SG)

ED 359 106 SO 022 890

Bjerstedt, Ake, Ed.
The PEC Network 1992: Directory of the Peace Education Commission. Peace Education Miniprints, No. 34.
PUB DATE- Oct 92
NOTE- 54p.

This document presents an annotated bibliography of instructional materials that deal with subjects relating to holidays. Topics include Christmas, Earth Day, Easter, Halloween, Hannukah, Independence Day, Martin Luther King Day, Thanksgiving, Valentine's Day, and "More than One Holiday." Works cited include illustrated stories, poems, songs, and other items. A directory provides the names, addresses, and telephone numbers of publishers and producers of the works cited. (LBG)

ED 359 128   SO 023 140

Malkasian, Mark; Davidson, Louise K.
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Revised Edition.
PUB DATE- 93
NOTE- 67p.; For earlier edition, see ED 349 216; for the teacher's resource book, see SO 023 141.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Foreign Countries; *Foreign Policy; *Futures (of Society); High Schools; High School Students; *Instructional Materials; *International Relations; Learning Activities; *United States History; World History
IDENTIFIERS- *Caribbean; *Central America; Cold War

In this document, students examine the economic and military concerns that linked the history of the Caribbean and Central America to the United States. Organized into four chapters, the first chapter examines the history of U.S. relations with the Caribbean and Central America from the early 19th century to 1961. The second chapter focuses on the Cuban missile crisis, and how U.S. differences with Cuba became entangled with the larger U.S.-Soviet confrontation in the early 1960s. The third chapter examines U.S. foreign policy towards Cuba from the end of the Cuban missile crisis to the end of the Cold War. The fourth chapter looks at the future of U.S. policy toward the Caribbean and Central America. Students are asked to consider the merits of three alternative policies the United States might pursue in these regions. (DB)

ED 359 129   SO 023 141

Malkasian, Mark; Davidson, Louise K.
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book. Revised Edition.
PUB DATE- 93
NOTE- 59p.; For an earlier edition, see ED 349 217; for the student's text, see SO 023 140.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Foreign Policy; *Futures (of Society); High Schools; High School Students; Instructional Materials; *International Relations; Learning Activities; Teaching Guides; *United States History; World History
IDENTIFIERS- *Caribbean; *Central America; Cold War

This teacher's resource book is designed to be used with "In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy," which was written to help high school students to weigh important U.S. foreign policy issues. The resource book includes eight lessons. Lessons 3-6 focus pilot project of the Scarborough (Ontario) Board of Education. The evaluation is based on interviews with representatives of the eight elementary and four secondary schools participating in the project. Findings indicated that: (1) schools were extremely positive in their response to the project; (2) staff development initiatives were seen as part of the schools' Curriculum Management Plan or Curriculum Implementation Project; (3) benefits of SBSD included focusing efforts on identified goals and needs, increasing conference participation, increasing collaborative thinking and planning, improving instruction, and changing attitudes toward professional development; (4) obstacles to success included lack of time, cynical attitudes about professional development, limited funds, and bureaucratic problems; and (5) schools identified a large number of activities that would not have occurred without the SBSD initiative, such as workshops for school staff designed and led by teachers, staff retreats for curriculum development, and cross-grade and cross-division planning. An appendix contains interview questions and statistical data from the interviews. (JDD)

ED 359 150 SP 034 531

Brylinsky, Jody; And Others
The Effect of Gender and Coaching Success on Players' Preference for a Coach in High School Girls' Basketball.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; Basketball; *Career Choice; Educational Philosophy; *Females; Higher Education; High Schools; *High School Students; Sex Bias; Sex Fairness; *Sex Role; *Student Attitudes; Womens Athletics
IDENTIFIERS- Iowa; *Preference Data

This study was conducted to investigate factors that might assist in understanding perceptions about women in coaching; contribute to an understanding of the decline of women in coaching; and examine possible differences in the preferences of coaches by players exposed to a gender socialized version of the same game, namely 5- and 6-player basketball. Subjects (N=234) were female varsity basketball players from 21 high schools throughout the state of Iowa. High schools were randomly selected based on the sex of the girls' basketball coach and the team's success. Materials consisted of two coaching philosophy statements, a series of semantic differential rating scales, and a preference question which required subjects to select a preferred coach after reading a description of the coach's philosophy. Results, inconsistent with the literature, indicate that female players from both winning and losing teams tended to choose a hypothetical female coach over a hypothetical male coach; the hypothetical male was preferred over the hypothetical female only when the choice was between a high status male coach and a low status female coach. Findings therefore fail to help explain the small number of women coaches in Iowa. (Contains 34 references and 5 tables.) (LL)

ED 359 151 SP 034 560

Shaughnessy, Mary Angela; Shaughnessy, John
Ethics & the Law: A Teacher's Guide to Decision Making.
PUB DATE- 93

teacher education programs which present opportunities for beginning teachers to continue their connection with a university through an internship year. (Contains 25 references.) (LL)

ED 359 170 SP 034 610

Kennedy, Mary M.; And Others
A Study Package for Examining and Tracking Changes in Teachers' Knowledge. NCRTL Technical Series 93-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; Educational Research; Elementary Secondary Education; *Evaluation Methods; Higher Education; Interviews; Lesson Observation Criteria; Longitudinal Studies; *Measurement Techniques; *Measures (Individuals); Questionnaires; Research Utilization; *Teacher Education Programs; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- Knowledge Base for Teaching; *Pedagogical Content Knowledge; Teacher Education and Learning To Teach Study

Between 1987 and 1991, the National Center for Research on Teacher Education engaged in the Teaching Education and Learning to Teach study, a longitudinal study of teachers as they participated in a variety of teacher education programs. The study sought to determine how teachers' knowledge, beliefs, and reasoning changed over time, and it explored the relationship between the content and format of teacher education and what teachers learn about teaching. Three data collection instruments--an interview, an observation guide, and a questionnaire--used in the study are presented in this package. This resource provides detailed explanations of data collection strategy; interviewer preparation; actual questions, problem sets, and implications of interview responses; and interpretation implications of data analysis. The study package offers a "do-it-yourself guide" for teacher education program planners and researchers for use in examining teacher learning within teacher education programs. The materials can be used to track changes in conceptual understanding of both preservice and inservice teachers and as feedback for curricular development in teacher education programs. (LL)

ED 359 171 SP 034 611

Farrell, Joseph P., Ed.; Oliveira, Joao B., Ed.
Teachers in Developing Countries: Improving Effectiveness and Managing Costs. Economic Development Institute Seminar Background Papers (Washington, D.C., April 1987). EDI Seminar Series.
PUB DATE- Mar 93
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Compensation (Remuneration); Cost Effectiveness; Decision Making; *Developed Nations; *Developing Nations; Effective Schools Research; Elementary School Teachers;

minority parents, and encourage children to communicate daily school experiences with their parents. The ultimate goal of these practices is for students and parents to recognize themselves as the authors of their own lives. (JP)

ED 358 717 FL 021 276

Ginsberg, Ralph B.

Language Gains During Study Abroad: An Analysis of the ACTR Data. National Foreign Language Center Working Papers.

PUB DATE- Jun 92

NOTE- 58p.; For a related document, see FL 021 277.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Gains; College Students; Databases; Higher Education; *Language Proficiency; Language Skills; Language Tests; Listening Skills; Oral Language; Reading Skills; *Russian; Second Language Instruction; *Second Language Programs; *Study Abroad; Testing

IDENTIFIERS- American Council of Teachers of Russian

This report presents results of a systematic analysis of an extensive database on study in the former Soviet Union assembled by the American Council of Teachers of Russian (ACTR) over a period of nearly 20 years. The purpose of the report is to document in detail the data used, the analytical strategy and methods employed, and most importantly the grounds on which substantive conclusions from the data rest. Three issues are emphasized: (1) interrelationships among preprogram language measures (standardized listening and reading proficiency tests, the Oral Proficiency Interview, and the grammar-based ACTR Qualifying Exams); (2) predictors of gain on various criteria, with particular focus on gender, knowledge of other languages, other individual attributes and characteristics of previous language learning careers, the Modern Language Aptitude Test, grammar-based ACTR qualifying exams, and proficiency in other language modalities; and (3) interrelationships among gains in different modalities. Data presented related to 658 students who studied in 4-month ACTR programs. Factors affecting gains are described (e.g., gender, age, and high school and college Russian). Analysis of residuals of gains indicates that gains on all modalities are positively interrelated, that gains in listening, reading, and oral proficiency tend to be associated, and that many students gain on one modality but not on the others. Seven figures and 25 tables are included. (JP)

ED 358 718 FL 021 277

Ginsberg, Ralph B.; And Others

Listening Comprehension Before and After Study Abroad.

PUB DATE- Jul 92

NOTE- 65p.; For a related document, see FL 021 276.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Gains; College Students; Higher Education; *Language Proficiency; Language Tests; *Listening Comprehension; Listening Comprehension Tests; Questionnaires; *Russian; Second Language Instruction; *Second Language Programs; *Study Abroad

IDENTIFIERS- American Council of Teachers of Russian

This study examined listening comprehension in 82 university students who participated in an American Council of Teachers of Russian language program. Questionnaire data reveal that their native language was applied to English. The need to attend to voicedness in English spelling, not an issue in Spanish, remained problematic for students. A sequence of four spelling strategies was identified and implications for classroom spelling instruction are drawn. Analysis results are appended.(Contains 12 references.) (MSE)

ED 358 740 FL 021 323

Linsley, Ivy Englerth; Linsley, Jerald
Proposed Research on Effective Strategies Used by Parents To Enhance Learning and Acquisition of English by Their Children.
PUB DATE- Jun 93
NOTE- 20p.; Graph may not reproduce legibly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Language; Elementary Education; Elementary School Students; *English (Second Language); Kindergarten; Kindergarten Children; Limited English Speaking; Low Income Groups; *Parent Influence; *Parent Participation; *Parents as Teachers; Research Methodology; Research Needs; Research Projects; Spanish Speaking; Time Factors (Learning)

A proposed research project focusing on the role of parents in promoting their children's learning of English as a Second Language is outlined. Specifically, the research would investigate the extent to which parental support and interaction of various kinds will enhance the learning and acquisition of English in low-income Hispanic kindergarten students. Related research is first reviewed, and the methodology for the proposed study is described. Several elementary schools would be randomly selected for their populations of varied Spanish and English literacy and verbal proficiency and for the existence of bilingual kindergarten programs. Classrooms from the schools would be randomly selected and three control and three experimental classrooms would be determined, each with a representative sampling of students. English listening and speaking skills are to be pre-tested and post-tested, and parent interviews at the end of the school year are to be conducted to determine parental support of student language learning. The parent questionnaire, the student interview format, and biographical data on the authors are appended. (Contains 16 references.) (MSE)

ED 358 741 FL 021 326

Taylor, Anita
Language and the Construction of Gender: Clarifying Ideas about Gender.
PUB DATE- 93
NOTE- 27p.; Revised version of a paper presented at the Annual Conference on Pragmatics and Language Learning (5th, Urbana, IL, April 5, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English; *Grammar; *Language Patterns; Language Role; Pragmatics; *Sex Role; *Sex Stereotypes; Stereotypes
IDENTIFIERS- *Gender (Language)

This discussion of gender constructs compares them with racial constructs, and examines ways in which language tends to

of the IPR-EE Committee.
PUB DATE- Jun 92
NOTE- 305p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; College Faculty; Comparative Education; Course Content; Criteria; *Curriculum Evaluation; *Curriculum Research; Degree Requirements; Educational Facilities; *Engineering Education; Foreign Countries; Graduate Study; Higher Education; *Masters Programs; *Minimum Competencies; Prerequisites; Technical Education; Universities
IDENTIFIERS- Belgium; *Electrical Engineering; Germany; Netherlands; Sweden; Switzerland

This report presents details from an examination of the curricula and diplomas of the Electrical Engineering departments of several major European technical universities (in the Netherlands, Sweden, Germany, Switzerland, and Belgium). The examination, a process involving department representatives of the various schools who came together to evaluate, compare, and comment on each others programs via the study of written material and site visits, was designed to achieve a common understanding and recognition of the Master of Science in Electrical Engineering degree. Report topics include (1) the procedures for the international program review; (2) the consensus on the minimum requirements, program goals, characteristics, and content of the electrical engineering program; (3) the necessary student skills, industrial training, thesis, and examinations for participation in the program; and (4) a review of student selection, level of study burden, and course completion rates. Also covered are the minimum requirements of the faculties, staff, and facilities as well as graduate quality assessment. The report further contains the faculty reports obtained from each of the nine participating universities. Appendices include course descriptions and the questionnaire and checklist used for the review. (GLR)

ED 358 761 HE 026 486

Tang, Thomas Li-Ping; Chamberlain, Mitchell
Perceptual Differences between Administrators and Faculty Members on Teaching and Research.
PUB DATE- Mar 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; College Administration; *College Faculty; College Instruction; Comparative Analysis; Faculty Promotion; Higher Education; Perception; Research; *Teacher Attitudes; Teacher Evaluation

This study examined, via a 22-item questionnaire, the perceptual differences regarding teaching and research between 134 administrators and 196 faculty members of 6 Tennessee Board of Regents universities. Study results indicated that administrators' attitudes concerning teaching and research were different from those of faculty members on 15 of the items; specifically, while administrators tended to have a strong emphasis that both research and teaching are important, faculty members felt they need to have particular strength in one or

Studies.
PUB DATE- 93
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Essays; Females; Feminism; Graduate Study; Higher Education; Homosexuality; Personal Narratives; Research Reports; Sex Role; *Writing (Composition); *Writing Instruction; Writing Teachers

This book presents 23 essays, research studies, and personal narratives on topics that reflect the neglect and frustration experienced by the "silent majority" in the field of composition within academia. The essays and their authors are as follows: "Tosca Was a Woman" (Susan Pepper Robbins); "Invisible Diversity: Gay and Lesbian Students Writing Our Way into the Academy" (Sarah Sloane); "Freeway Flyers: The Migrant Workers of the Academy" (Frances Ruhlen McConnel); "Looking for a Gate in the Fence" (Clare A. Frost); "The Dangers of Teaching Differently" (Susan Hunter); "Hearing Our Own Voices: Life-saving Stories" (Lynn Z. Bloom); "The Fate of the Wyoming Resolution: A History of Professional Seduction" (Jeanne Gunner); "Composition Teaching as 'Women's Work': Daughters, Handmaids, Whores, and Mothers" (Cynthia Tuell); "Directing Without Power: Adventures in Constructing a Model of Feminist Writing Programs Administration" (Marcia Dickson); "Tales Too Terrible to Tell: Unstated Truths and Underpreparation in Graduate Composition Programs" (Michael A. Pemberton); "Seeking Aunt Beast: A Collage Essay" (Jean Fairgrieve); "Students' Stories and the Variable Gaze of Composition Research" (Wendy Bishop); "Student Voices: How Students Define Themselves as Writers" (Carol Lea Clark and Students of English 1803); "Privacy, Peers, and Process: Conflicts in the Composition Classroom" (Patricia Prandini Buckler, et al.); "Rites of Passage: Reflections on Disciplinary Enculturation in Composition" (Chris M. Anson); "Appearance as Shield: Reflections about Middle-Class Lives on the Boundary" (Irene Papoulis); "Writing in the Margins: A Search for Community College Voices" (Elizabeth A. Nist and Helon Howell Raines); "Resuscitating a Terminal Degree: A Reconceptualization of the M.A. in Composition" (Sheryl I. Fontaine); "Robert Zoellner's Talk-Write Pedagogy" (Gary Layne Hatch and Margaret Bennett Walters); "Gender in Composition Research: A Strange Silence" (Nancy Mellin McCracken, et al.); and "As We Share, We Move into the Light" (Penelope Dugan). (GLR)

ED 358 782 HE 026 513

Beeler, Karl J.
Shaping Graduate Education's Future: Improving the Doctoral Experience.
PUB DATE- 12 Jun 93
NOTE- 20p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Higher Education (Ottawa, Ontario, Canada, June 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Doctoral Degrees; Doctoral Dissertations; Doctoral Programs; *Educational Change; *Enrollment; Financial Support; Graduate Students; Graduate

in facility utilization from fall 1983 through fall 1992. Findings include the following: (1) fall 1992 utilization of residence hall facilities was reported to be 59,211; (2) trend data indicate that, for 8 of the last 10 years, revenue producing utilization of residence hall for purposes other than resident student occupancy has generally increased; (3) the university centers at Albany, Binghamton, and Stony Brook each showed a decrease in utilization from last year; (4) fall 1992 data reveal that the percent utilization of net revenue producing adjusted design capacity for the University Colleges continued the downward trend noted last year after reaching its highest level in 8 years in fall 1990 (100.8 percent); and (5) of the 26 institutions surveyed, facilities at 16 were under-utilized, and 9 of these 16 were able to generate revenue through utilization other than student occupancy. The appendix contains a state location map for the institutions and a list of other publications concerning school information. (GLR)

ED 358 802 HE 026 536

Hyle, Adrienne E.
Women and the Community of Higher Education: Invisibility through Institutionalization?
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; *Faculty College Relationship; Higher Education; Interviews; Personal Narratives; Professional Personnel; *Professional Recognition; *Quality of Working Life; *Sex Discrimination; Teacher Responsibility; Universities; *Women Faculty; Work Environment

This paper examines the assumptions made about organizational and social equity and fairness in higher education institutions that prove to be untrue when applied to women. Through personal narrative and interviews with women faculty and professional staff, the paper presents a view of university work and life from the perspective of the women who experience it. Areas examined concern assignments to committees, program development in relation to academic and professional goals, faculty rewards and support, responsibilities and recognition, and pay and workload. Each of these areas is shown through the experiences of those interviewed, to contain practices which are discriminatory against women faculty and staff, and it is suggested that these occurrences are not extraordinary, but typical. It is argued that institutionalized discrimination is still going on, yet hard to detect unless one is personally being affected. The recommended action is that those affected by discriminatory practices must push for advancement and help others see the inequity of policies, norms, beliefs, and attitudes within these institutions. Contains 13 references. (GLR)

ED 358 803 HE 026 537

Wagener, James W.
The Education Professorate: Teaching an "Artificial" Science.
PUB DATE- 15 Apr 93
NOTE- 12p.; Paper presented at the American Educational Research Association Conference (Atlanta, GA, April 15, 1993).
LANGUAGE- English

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Development; College Students; Computer Assisted Instruction; Conference Papers; Constructivism (Learning); Disabilities; *Distance Education; *Educational Research; Epistemology; Foreign Countries; Higher Education; Nontraditional Education; Research Methodology; Research Problems; Student Participation; *Telecommunications
IDENTIFIERS- *Australia; Research Teams

Nineteen papers concerning various aspects of distance education and distance education research are presented in this document. The papers are: (1) "Introduction, Celebrating Difference in Research in Distance Education" (Terry Evans); (2) "Discourse or Discord? A Dilemma of Distance Education" (Philip Juler); (3) "Reconceptualising Distance Education" (Garry Gillard); (4) "Constructivist Epistemology and Its Implications for Contemporary Research in Distance Learning" (Olugbemiro Jegede); (5) "Distance Education: Researching Formations" (David Harris); (6) "Revealing Links: Post-Fordism, Postmodernism and Distance Education" (Mick Campion); (7) "Privileging Others and Otherness in Research in Distance Education" (Richard Guy); (8) "Openness in Distance and Higher Education as the Social Control of People with Disabilities: An Australian Policy Analysis" (Christopher Newell and Judi Walker); (9) "Theorising Adult Change and Development through Research in Distance Education" (Alistair Morgan); (10) "Life Course Analysis and Research in Distance Education" (Nick C. Farnes); (11) "A Method for Assessing Student Use of Study Notes" (Stephen Relf and Terry Geddes); (12) "Research in Teleconferencing: Proximics and Student Participation" (Mohammed Razha Rashid, Omar Majid, Abdul Rahim Ibrahim, and Mohammed Ridzuan Nordin); (13) "Student Attendance and Costs of On-Campus Commitments for Distance Education Students" (Eve Cuskelly and John Dekkers); (14) "Computers as Distance Education Research Tools" (Lin Thompson); (15) "Language Learning for Off-Campus Students" (James Butare-Kiyovu); (16) "Creative Conflict Theory and Postgraduate Research in Distance Education" (Ernst Ralf Hintz); (17) "Distance Education: Targeting the Primary Producer and Computer Technology" (Robin Pilcher and Ross Wilson); (18) "Alternatives to Residential Schools: Empowering Students To Succeed at Home" (John Eiseman and Mary Jane Mahony); and (19) "Reflections on Team Research in Distance Education" (David Kember, Tammy Lai, David Murphy, Irene Siaw, Julianne Wong, and K. S. Yuen). (Contains 247 references.) (SLD)

ED 358 821 IR 016 101

Oblinger, Diana
Teaching and Learning with Computers. An IAT Technical Primer.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *College Faculty; *Computer Assisted Instruction; Computer Assisted Testing; Computer Managed Instruction; Educational Change; Educational Innovation; *Educational Technology; Higher Education; *Learning; *Microcomputers; Teacher Role; *Teaching Methods; Undergraduate Students
IDENTIFIERS- Examples; IBM Corporation; Institute for Academic

ED 358 838 IR 016 124

Markwood, Richard A., Ed.; Johnstone, Sally M., Ed.
New Pathways to a Degree. Project Evaluation: First Year Report.
PUB DATE- 92
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Access to Education; Adult Education; Community Colleges; Computer Networks; *Degrees (Academic); *Distance Education; *Educational Technology; Higher Education; Minority Groups; Nondiscriminatory Education; *Nontraditional Education; Program Development; Program Evaluation; Technological Advancement; Telecommunications

The first year's observations of projects funded by the Annenberg/Corporation for Public Broadcasting in its New Pathways to a Degree project are summarized. The project was designed to help colleges use technologies to develop academic degree programs that are accessible to the new majority of learners, those who have jobs, home responsibilities, schedules, and locations that make full-time study on a campus difficult. The following chapters review seven projects that are using combinations of technologies to effectively engage students in varieties of learning activities appropriate to the particular technology: (1) "Baccalaureate Degrees and Student Services Using the New Technologies To Expand Access: Oregon State System of Higher Education" (John Witherspoon); (2) "Electronic Access to Weekend College: College of St. Catherine, St. Paul, Minnesota" (Patricia Kovel-Jarboe); (3) "Community College of Maine: The University of Maine at Augusta" (Ellen D. Wagner); (4) "Community Learning Network: Indiana University-Purdue University, at Indianapolis" (Richard Markwood); (5) "Access, Involvement and Success in Distance Learning: The Extended Learning Institute, Northern Virginia Community College" (Barbara Beno); (6) "Project Breakthrough: West Virginia Higher Education System" (Ralph Meuter); and (7) "Enhanced Access to Learning through Technology: Rochester Institute of Technology" (Art St. George). An introduction and summary of first-year conclusions are included; a chart summarizes project characteristics; and appendixes present survey protocols and the environmental scan instrument. (SLD)

ED 358 839 IR 016 125

Barton, Regina V.
Teaching across the Curriculum with the Macintosh and The Writing Center in the One Computer Classroom.
PUB DATE- 5 Mar 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Computer Literacy; *Computer Science Education; *Computer Software; *Desktop Publishing; Elementary Secondary Education; Instructional Materials; *Microcomputers; Teacher Education; Teaching Guides; Teaching Methods; Word Processing; Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- *Apple Macintosh

This instructional guide for teachers introduces the Macintosh telecommunications needed to link libraries effectively are described, and an action plan is set forth to work toward the goals of individual types of programs under three titles of the LSCA. General definitions, policies, procedures, and criteria are listed for LSCA grants. Seven appendixes contain material about the Library Advisory Council, libraries in the state, and aspects of the LSCA grant program. (SLD)

ED 358 858 IR 054 583

Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples.
PUB DATE- Dec 92
NOTE- 585p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indians; Evaluation Methods; Financial Support; Government Role; Improvement; *Information Services; Information Technology; Library Collections; Library Cooperation; *Library Planning; Literacy Education; *Long Range Planning; Museums; Records Management; Technical Assistance
IDENTIFIERS- *National Commission Libraries Information Science; Native Americans; Service Delivery Assessment; Service Quality

The U.S. National Commission on Libraries and Information Science began in early 1989 to study library and information services for Native American peoples. This report is the culmination of the evaluation, which included site visits and field hearings. The largely undocumented knowledge base of Native American experience must be recorded and preserved if it is not to be lost. Ten major challenges were identified on topics such as funding support, training and technical assistance, tribal library holdings, cooperative activities, state and local partnerships, federal policy, model programs, museum and archival services, adult and family literacy programs, and newer information technology. The report contains detailed descriptions of Commission activities and incorporates a "Summary Report" (also published separately), as well as the "Long Range Action Plan" containing strategies for high quality information services to Native American peoples. Transcripts of testimony given at regional hearings, reports from site visits, and recommendations from the 1991 White House Conference on Library and Information Services are included. A bibliography cites 19 books; 29 journal and newsletter articles; and 33 documents, reports, and unpublished sources for further reference. (SLD)

ED 358 859 IR 054 584

Mulford, Carolyn
The Future of Government Information: Money, Management, and Technology. Summaries of Proceedings of the FLICC Forum on Federal Information Policies (9th, Washington, D.C., March 17, 1992).
PUB DATE- Dec 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Abstracts; *Access to Information; Case Studies; Census Figures; Computer Networks; Cost Effectiveness; Economic Factors; Federal Government; Futures (of Society); *Government

at a high school level preferred visual materials. The second product, the Reading to Educate and Develop Yourself (READY) videodisc, provides a series of nine microcomputer-based reading comprehension modules which include considerable auditory materials. The modules cover: (1) an introduction to the system; (2) locating important parts of the text; (3) vocabulary improvement; (4) locating key words in a sentence; (5) comprehension through the use of synonyms; (6) identifying the topic of a passage; (7) identifying a sentence that summarizes the main topic; (8) tests of student comprehension; and (9) a review of vocabulary. Validation of the READY course, involving a comparison of students in READY courses with students in traditional courses at two community colleges, showed generally positive results. Appendixes include a 111-page report on the validation of the LSS, an LSS brochure and other information on using videodiscs to assess preferred learning styles, the READY course manual, a report of instructor comments on the READY course and preliminary results of a validation study, and lists of colleges using the components. (MAB)

ED 358 877 JC 930 307

Cohen, Arthur M.
Celebrating Transfer: A Report of the Annual Transfer Assembly (4th, Northbrook, IL, June 3-4, 1993).
PUB DATE- Jun 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- College Credits; *College Role; *College Transfer Students; Community Colleges; Curriculum; *Definitions; *Educational Research; Liberal Arts; Student Educational Objectives; *Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- Center for the Study of Community Colleges CA

The Center for the Study of Community Colleges (CSCC) in Los Angeles, California has examined transfer data for students at two-year institutions from 1984 through 1987. In the CSCC studies, transfer rates are calculated by dividing the number of students entering a community college with no prior college experience and completing at least 12 units into the number of these students who take one or more classes at a university within 4 years. Extrapolations from 1987 data show that about 1.25 million students entered the nation's 968 public community colleges in 1987, of whom 573,000 completed at least 12 units and just under 130,000 transferred within 4 years, for a transfer rate of 23%. CSCC has also conducted research on the community college curriculum, finding that, in 1991, liberal arts courses accounted for 56% of total credit offerings in two-year colleges. Other CSCC research indicates that state university systems with higher credit transferability for two-year college non-liberal arts courses show markedly higher student transfer rates. Given the increases in four-year college tuition, the greater numbers of college-age students, and the growing interest in the transfer function among two-year college staff, transfer rates can be expected to increase in coming years. Issues of transfer in Washington and North Carolina, relations between two- and four-year institutions, transfer rate calculations, uses of data, and tracking transfer retrospectively are also discussed in this report. A 12-item bibliography and a transfer rate data form are attached. (PAA)

PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Awards; Community Colleges; Educational Finance; *Grants; *Grantsmanship; *Philanthropic Foundations; *Private Financial Support; Program Proposals; *Proposal Writing; School Funds; School Support; Two Year Colleges

This series of brief two-page essays is published quarterly by the Network of California Community College Foundations to address topics related to development activities typically conducted by educational foundations. Volume 1 includes "Your Message is as Clear as Your Mission Statement," by Pat Rasmussen and James M. Anderson, which suggests that due to low public awareness of college missions, mission statements are crucial in both fund raising and heightening awareness. The essay provides tips on writing a mission statement, examples of clear mission statements, and a description of the close connection between foundation and college missions. "Meeting the Challenge: How To Get a Planned Gifts Program Started," by Don Love, explains the market for planned giving, the definition of planned giving, types of planned gifts, the purpose of such gifts, and steps required for getting started. "Writing for Dollars: Proposals to Foundations and Corporations," by Ann Ransford, discusses various aspects of grantsmanship and the elements of successful attempts to attain grants. Finally, "Major Gifts or 'How to Land the Big Ones'," by Richard P. Codd, highlights the steps in soliciting money from large donors, including preparation and research, locating a donor, preparing a presentation, record keeping, and recognizing donors, and discusses possible pitfalls. (MAB)

ED 358 894 JC 930 328

Ignash, Jan
Describing the Non-Liberal Arts Community College Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; Business Education; College Credits; *College Curriculum; Community Colleges; *Course Content; Curriculum Research; Definitions; Interdisciplinary Approach; *Liberal Arts; Research Methodology; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Center for the Study of Community Colleges CA; ERIC Digests

While national trends in liberal arts course offerings in community colleges have been charted for many years, trends in non-liberal courses have not been similarly mapped. In an effort to gain a better understanding of the entire community college curriculum, the Center for the Study of Community

Childhood Education; Feedback; *Parent Participation; Parent Teacher Cooperation; Teacher Aides; Teacher Response; Teacher Student Relationship; *Team Teaching

This handbook provides direct, detailed instructions for involving a variety of adults (teachers, teacher aides, volunteers, and parents) in team teaching young children. The handbook describes specific ways to promote positive relationships among children and among the adult team members, and how to avoid common mistakes when giving feedback. Following a list of the benefits of team teaching and a checklist of items related to the team teaching process, sections of the handbook deal with the following topics: helping children learn, get along with each other, and follow rules; tracking children's needs, interests, and progress; fostering communication and feedback among team members; and involving parents as team members. In each section, specific examples are used to illustrate and emphasize the importance of adults working together to enhance the learning environment for young children. (MM)

ED 358 910 PS 020 996

Appropriate Assessment of Young Children.
PUB DATE- Apr 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Classroom Observation Techniques; Cognitive Development; Early Childhood Education; *Evaluation Methods; Language Acquisition; *Naturalistic Observation; Physical Development; Social Development; *Standardized Tests; *Student Evaluation; Young Children

Focusing on the development of systematic observation procedures, this document provides guidance in choosing methods to assess the development of children within an early childhood program. The document discusses how to use observation data to guide decisions about curriculum and teaching, provide feedback on educational and developmental progress, and indicate whether program goals are being met for individual children and groups of children. It also provides general guidelines for making and using observations and suggestions for developing an observation system. Lists of observable behaviors are presented, including behaviors that demonstrate cognitive, language, social-emotional, and physical development. Guidelines for using these lists are provided, along with samples of observation records. The document concludes with a discussion of standardized tests and a presentation of a detailed list of the possible negative effects of mass standardized testing. It is suggested that there are times when standardized testing can be used appropriately as one component of the assessment process. A list of criteria that standardized tests should meet for use in such situations is included. (MM)

ED 358 911 PS 021 006

Atkins, A. June
Literacy, a Family Affair...Parents, Infants, Toddlers: A Literacy Model Handbook.
SPONS. AGENCY- Barbara Bush Foundation for Family Literacy, Washington, DC.

Quay, Lorene C.; And Others
Sex Typing in Stories and Comprehension, Recall, and Sex Typed Beliefs in Preschool Children.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; *Comprehension; *Preschool Children; Preschool Education; *Recall (Psychology); *Sex Bias; *Sex Differences; Sex Role; Sex Stereotypes
IDENTIFIERS- *Story Content

This study investigated effects of two story characteristics on preschool boys' and girls' comprehension and recall of stories and their sex-typed beliefs and attitudes. The two story characteristics were the portrayal of the main character as either a male or female and the engagement of the main character in either male or female sex-stereotyped activity. Subjects, 25 boys and 34 girls between four and six years of age, were read two stories, one about a person in a female sex-stereotyped occupation (a nurse), the other about a person in a male sex-stereotyped occupation (an airline pilot). Each story had two versions, with either a male or female main character. Immediately following the story reading, children were administered a questionnaire to measure comprehension, recall, and sex-typed beliefs about the occupations. To measure recall and stability of attitude, children were administered the same questionnaire one week after the story reading. Results showed that both boys and girls scored higher on comprehension and recall when the main character was a female. For the pilot story, no significant differences were found. For both stories, sex-typed beliefs about occupations were affected differently, depending on the child's sex and the sex of the story's main character. (MM)

ED 358 929 PS 021 430

Sigelman, Carol; And Others
Theories of AIDS Transmission: Their Development and Implications.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 27 Mar 93
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Anxiety; *Attitude Change; *Childhood Attitudes; *Children; Cluster Analysis; *Disease Control; Elementary Secondary Education; Health Education

This study examined knowledge of AIDS transmission, attitudes toward interacting with people who have AIDS, and concerns about being personally affected by AIDS in childhood and adolescence. Subjects were 188 children and adolescents ranging from 6 to 18 years old. An open-ended interview covering a wide range of AIDS-related topics was conducted with each child. Participants then completed a structured interview on the same topics, measuring their knowledge of AIDS transmission and

ERP decreased from Level 6 to Level 7; however, this effect was only marginally significant. In general, results showed clear evidence that the physiological measures of P300 amplitude, P300 latency, and trial-to-trial variability correspond to developmental changes. (Author/MM)

ED 358 948 PS 021 472

Skoe, Eva E.; Gooden, Alethia
Care-Based Moral Reasoning in Male and Female Children.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Responsibility; Comparative Analysis; *Females; Foreign Countries; Grade 6; Intermediate Grades; Interpersonal Competence; *Males; *Moral Development; *Preadolescents; Prosocial Behavior; *Sex Differences; Socialization
IDENTIFIERS- *Ethic of Care Interview; *Moral Reasoning

This study examined care-based moral reasoning in 23 white females and 23 white males, ages 11 through 12 years in a small Canadian eastcoast town. Subjects were administered the Ethic of Care Interview (ECI), a measure administered in a structured interview format consisting of four dilemmas. In addition to three standardized, interpersonal dilemmas, the interview consisted of a real-life conflict generated by the subject in response to a general question about the subject's personal experience of a moral conflict. Analysis revealed that girls scored significantly higher on the ECI than boys, suggesting that girls use more other-oriented modes of prosocial moral reasoning than boys. Girls were less egocentric than boys and more concerned with approval and acceptance from others. More girls than boys scored at ECI level 2 (conventions of goodness, caring for others). These gender differences might be due to biological differences or differences in socialization experiences. (MM)

ED 358 949 PS 021 473

Fowler, William; And Others
The Long-Term Development of Giftedness and High Competencies in Children Enriched in Language during Infancy.
PUB DATE- Feb 93
NOTE- 31p.; Paper presented at the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (Lawrence, KS, February 19-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Cognitive Development; Early Experience; *Early Intervention; *Enrichment Activities; Gifted; Home Visits; *Infants; *Language Acquisition; Learning Strategies; Longitudinal Studies; Parent Influence; *Parent Participation; Preschool Education; *Program Effectiveness

This paper reports results from two dissertation studies and several pilot and case studies examining the effects of early enrichment on children's language and cognitive development. Early enrichment in these studies included home visits with collected through a diary record procedure kept by the children's parents. Data was collected on one child at age 13 months; data collection for the other two children occurred between the ages of 20 through 36 months. The parents recorded only those jokes that their children appeared to find funny. Jokes from two of the children are examined through the framework of McGhee's four developmental stages of humor. Analysis showed that these children appreciated incongruity as well as other kinds of surprises, such as surprising similarity or the fulfillment of expectations. Results also indicated that these children's humor may reflect greater cognitive capacities at younger ages than was formerly believed. Examples of children's jokes from this study are appended. (MM)

ED 358 968 PS 021 512

A Report on Colorado Employer's Involvement in Child Care: Findings, Recommendations and Action Plan.
PUB DATE- Dec 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Day Care Centers; Early Childhood Education; *Employer Attitudes; *Employer Supported Day Care; *Government Role; Information Dissemination; Needs Assessment; *Policy Formation; Questionnaires; State Surveys; *Statewide Planning
IDENTIFIERS- *Colorado

In December 1989, the governor of Colorado established the Colorado Business and Child Care Council to determine the existing level of employer participation in childcare, attitudes about child care, the magnitude of demand for childcare assistance by employers, and barriers to greater employer involvement. The council was also charged to establish a process by which employers can receive information on childcare issues and options. Finally, the council was asked to submit recommendations to the governor and legislature for increasing the current level of employer involvement in childcare by 600% in 2 years. After conducting a statewide survey of Colorado businesses, the council developed a five-point agenda: (1) implement an information campaign aimed at educating employers on childcare-related benefit options; (2) build partnerships between public policy makers and corporate decision makers to support employer childcare initiatives; (3) increase assistance to businesses in developing and licensing childcare facilities; (4) increase initiatives that encourage developers and businesses to provide childcare programs when both demand and economic feasibility can be demonstrated; and (5) explore issues related to elder care and the aging workforce. This report describes the activities of the council and a resource group of childcare experts to support and stimulate private sector participation in childcare issues. It includes an overview of the issue, nationally and in Colorado; findings of the statewide childcare survey; recommendations; and an action plan. The survey instrument is appended. (AC)

ED 358 969 PS 021 515

The Distribution of Family Oriented Benefits.
PUB DATE- Oct 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

recent legislation established faculty and school improvement councils to involve schools and communities in education decisions, a state agenda aimed at downsizing school systems has effectively preempted local decision-making. Additionally, West Virginia has driven headlong into the regular education initiative that promotes inclusion of exceptional students with their peers but fosters a top-down management approach as opposed to a quality management approach. This paper predicts that inclusion models may be the single greatest special-education-related issue threatening a quality management approach to school reform. (LP)

ED 358 986 RC 019 159

Phelps, Margaret S.; And Others
Learning Visions.
PUB DATE- 93
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; *Educational Cooperation; Elementary Secondary Education; *High Risk Students; *Intervention; Parent Participation; *Partnerships in Education; Potential Dropouts; Rural Areas; Rural Education; *Rural Schools; School Community Relationship
IDENTIFIERS- *Jackson County School District TN

This paper describes LEARNing Visions, a K-12 intervention program for at-risk youth in Jackson County, Tennessee, involving a partnership between the schools, local businesses, Tennessee Technological University, and Visions Five (a private company). Jackson County is characterized by an undereducated population, a high employment rate, and a low per capita income. For 1989-90, the dropout rate was 24.2 percent, and 42 percent of students qualified for free or reduced-price lunches. The project aims to reduce the number of school dropouts and targets all students in the four county schools. Program components include: (1) ensuring school attendance through daily monitoring of absentees and follow-up contacts with students and families; (2) academic interventions that include the services of a full-time teaching assistant, curriculum enhancement, and faculty development; (3) encouraging parental involvement by informing parents of school endeavors, creating a school climate that welcomes parents, and involving parents in meaningful ways with formal education; (4) additional counseling services aimed at crisis prevention through conflict resolution, early intervention, and freer access to counseling; (5) activities involving the business and professional community in providing career awareness and preparation; and (6) increased communication between school and community social services to provide better coordination of social services for children and parents. Initial observations indicate improvements in student attendance, communication with parents, educational technology, curriculum, and tutoring services. Basic educational attitudes of students, families, and teachers are changing slowly. (LP)

ED 358 987 RC 019 160

Thurston, Linda P.; And Others

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Secondary Education; Higher Education; *High Risk Students; Holistic Approach; *Inservice Teacher Education; Rural Education; Student Needs; *Teacher Attitudes
IDENTIFIERS- Teacher Knowledge

A holistic training program for rural teachers of mainstreamed special-needs students and other students at risk sought to improve teacher knowledge about and attitudes toward high-risk students. The graduate-level course was delivered in 6 full days of instruction and included components covering innovative instructional methods, abuse and neglect issues, and the social and emotional needs of at-risk students and their families. Participants were 36 regular-education and special-education teachers, who attended the course at 2 rural off-campus sites. Results of pre/posttesting indicate that course attendance significantly increased teacher knowledge overall and in each of the three course components. The increase in teacher knowledge was greater among secondary than elementary teachers, and was greater at one site (with a large percentage of novice teachers) than at the other. There were no significant changes in teacher attitudes. With regard to attitude change, a short-term intensive approach such as this one may not be as effective as a regular 15-week course where teachers have a chance to assimilate information and use it on the job. (SV)

ED 359 005 RC 019 178

Spicker, Howard; And Others
Rural Gifted Education in a Multicultural Society.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Black Education; Blacks; Consortia; Cultural Differences; Economically Disadvantaged; Elementary Secondary Education; *Gifted; *Identification; *Mexican American Education; Mexican Americans; *Rural Education; Special Education; *Student Characteristics; Whites
IDENTIFIERS- African Americans

Economically disadvantaged and ethnically diverse children are underrepresented in programs for the academically gifted. SPRING (Special Populations Rural Information Network for the Gifted) is a consortium of Indiana University, New Mexico State University, and Converse College (South Carolina) whose major concern is the identification and programming needed for culturally diverse gifted students in rural schools. SPRING I developed identification methods and instructional materials for Appalachian gifted children. This paper focuses on plans for SPRING II, which will expand the consortium's work to three additional subpopulations of gifted rural youth: African-Americans at three South Carolina schools, Hispanics (primarily Mexican-Americans) at a New Mexico school, and Mescalero Apaches at a New Mexico public school. Parent and peer information; child products; teacher observations; and test data on intelligence, achievement, and creativity will be analyzed for similarities and differences among populations and need for major revisions in middle-grades mathematics, need to implement effective mathematics instructional practices targeted for adolescents, and existence of practical, tested strategies for planning change that can guide the restructuring of middle-grades mathematics programs. At the core of MAP is a set of "Criteria for Excellence" developed by a national advisory panel of middle-grades practitioners summarizing the principles underlying outstanding middle-grades mathematics education. This document, "MAP Instruments," the second in a three volume set, contains 10 assessment instruments that are the core of the data-gathering process in four sections. Introductory sections provide a MAP instrument summary and a listing of MAP "Criteria for Excellence" and accompanying ideals. Sections 1, 2, and 3 provide the instruments for interviews, observations, and surveys and statistical profiles. Section 4 has two data analysis guides, a criteria and ideals cross-reference list and a criteria and ideals cross-reference worksheet. (MDH)

ED 359 022   SE 052 582

Pechman, Ellen M.
MAP: Mathematics Assessment Process for the Middle Grades. Volume III. Staff Development Guidelines.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; Ford Foundation, New York, N.Y.
PUB DATE- Oct 91
NOTE- 140p.; For volumes I and II, see SE 052 580-581; for the implementation guide, see SE 052 579.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Classroom Environment; Classroom Observation Techniques; Data Analysis; Educational Assessment; Elementary School Mathematics; Elementary Secondary Education; *Evaluation Methods; Interviews; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Middle Schools; Program Development; Program Effectiveness; *Program Evaluation; Program Improvement; Secondary School Mathematics; *Self Evaluation (Groups); Surveys; *Teacher Effectiveness; *Teacher Workshops
IDENTIFIERS- *Mathematics Assessment Process Middle Grades

The Mathematics Assessment Process (MAP) for the Middle Grades gives teachers and school reform leaders new tools to examine and systematically realign mathematics programs. MAP engages an interdisciplinary coalition within a school in an exploration of mathematics instructional excellence. Through an extensive self-study, a school answers the question, "How well is our mathematics program meeting the needs of the students in our school?" MAP integrates three central ideas: consensus on the need for major revisions in middle-grades mathematics, need to implement effective mathematics instructional practices targeted for adolescents, and existence of practical, tested strategies for planning change that can guide the restructuring of middle-grades mathematics programs. At the core of MAP is a set of "Criteria for Excellence" developed by a national advisory panel of middle-grades practitioners summarizing the principles underlying outstanding middle-grades mathematics education. This document, "Staff Development Guidelines," the third in a set of three volumes, presents a series of seven staff development workshops enabling a school's team leaders to

Mountain Building, Erosion, Volcanoes, Glaciers, River Power); (3) Measuring (Natural Layers, Ages & Stages, Measuring Time, Ocean Floor, Ground Water); (4) Mapping (Making Maps, Different Maps, Mapping Game, Geo Jobs, U.S. Map); (5) Geology (Fascinating Finds, Expedition Game, Weather: Outside; Pressure: Inside; Weathering; Minerals; Tools & Tests; Rock Hounds Game); (6) From the Ground (Yesterday's Resources, Today's Products, Precious Stuff, Dinosaurs, World of Fossils, Making Fossils); and (7) The World (World Geography, Curious Page, Rocks in Space, City/Country Geology, Recycling and Pollution, See in Metrics). (PR)

ED 359 041   SE 053 395

Alderson, Karen L., Comp.
Asbestos and Asbestosis. LC Science Tracer Bullet.
PUB DATE- Sep 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asbestos; Cancer; Ceilings; Construction Materials; Elementary Secondary Education; Geology; *Hazardous Materials; *Minerals; Physical Health; Repair; *Science Education; Structural Elements (Construction)

Asbestos is a naturally occurring mineral found in several forms and because of its temperature-resisting properties, flexibility, and strength, it was widely used in the construction industry, automobile industry, and textile industry. Asbestos becomes dangerous when it crumbles and breaks releasing fibers that can cause asbestosis and certain types of cancer. Since the effects of asbestos exposure often do not appear until years later, there is concern in the United States over the presence of asbestos in older buildings, particularly schools. This guide lists materials on the uses and health problems associated with asbestos. As the name implies it is not a comprehensive bibliography but is designed to put the reader "on target." (PR)

ED 359 042   SE 053 398

Diversity in Biological Research. National Science Foundation Workshop Report (Washington, D.C., July 11-12, 1991).
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; Elementary Secondary Education; Higher Education; *Mentors; *Minority Groups; Role Models; *Science Careers; *Science Education; *Scientific Research; Scientists

This report is a product of a workshop designed to address the question: What can be done to increase the number of underrepresented minorities in science? The question was put to the minority scientists currently supported by the Physiological Processes Program. Out of the many ideas expressed, several central themes emerged. One was the importance of interaction between established and aspiring scientists. Activities suggested for increasing interaction include mentorship, collaboration, and networking. Another theme concerned special problems of smaller institutions, particularly predominantly minority institutions. Finally, the career development of minority scientists was a recurrent theme. Mentoring was considered the most successful way to important question to be addressed by teachers, students and researchers in the context of science classrooms. Both authors reflect upon their commitment to enact gender equity in their practice and explore questions and strategies to establish norms and rules that benefit every student in a learning community. (Author)

ED 359 063 SE 053 532

Sheldon, Daniel S., Ed.; Penick, John E., Ed.
Favorite Labs from Outstanding Teachers. Monograph VII.
PUB DATE- 91
NOTE- 96p.; Compiled from recipients of NABT's Outstanding Biology Teacher Award.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; *Biology; Classification; Cytology; Genetics; High Schools; Ichthyology; Newsletters; Ornithology; Physiology; *Science Activities; Science and Society; Science Experiments; *Science Instruction; Science Laboratories; Science Materials; Science Projects; Secondary School Science; Secondary School Teachers; Teaching Methods; Technical Writing

This monograph is the first attempt to collect and share some of the teaching techniques, activities, and ideas of former recipients of the Outstanding Biology Teacher Award. The lessons are organized into topical themes to facilitate their incorporation into standard curriculum. The manual is divided into two main sections, "Labs" and "Ideas." The section on labs contains descriptions in lesson form of 16 laboratories grouped within the following chapters: (1) "Science Technology Society"; (2) "Taxonomy"; (3) "Ecology"; (4) "Anatomy & Physiology"; and (5) "Cytology." In the section "Ideas," nine ideas are grouped within the following chapters: (1) "Quick Alternatives"; (2) "Student Projects"; and (3) "Newsletters." (PR)

ED 359 064 SE 053 587

Heimlich, Joe E.
Environmental Studies and Environmental Careers. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Awareness; *Careers; *Employment Opportunities; Environmental Education; *Job Training; Professional Education
IDENTIFIERS- *Environmental Occupations; *Environmental Professionals; Environmental Trends

Increased concern with the environment has increased opportunities for employment in the environmental job market. This digest helps clarify the meaning of environmental employment and discusses aspects of its present state. An examination of trends in environmental employment indicates a growing demand for new jobs in environmental fields created from either remedial actions, such as clean-ups and regulatory actions, or from prevention activities. Growth in other careers

Products from World Forests (J. Harrold); and American and Japanese Agricultural Cooperatives (B. Hanna). (DB)

ED 359 083 SO 022 242

Thematic Instruction: Native Americans Middle School Emphasis.
PUB DATE- 90
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; Art Education; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Social Studies; Teaching Methods
IDENTIFIERS- *Indiana; *Native Americans

Activities and resources developed for Indiana middle school teachers to use for instruction about Native Americans are included in this thematic instruction kit. The resource includes a film review, ideas for field trips, vocabulary words, and geographical information. Each activity lists materials, and directions, and identifies an arts proficiency indicator. (DB)

ED 359 084 SO 022 277

Ediger, Marlow
Play as Education in the School Curriculum.
PUB DATE- 5 Dec 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creativity; *Curriculum Development; Decision Making; Early Childhood Education; Ethical Instruction; *Learning Activities; *Play; *Problem Solving; *School Community Relationship; *Student Development
IDENTIFIERS- *Froebel (Friedrich); *Herbart (Johann)

Friedrich Froebel, an early advocate of the use of play in kindergarten teaching, argued that the ultimate goal of education was developing the creative person. According to Froebel, teachers could promote creativity through play by using gifts, occupations, and mother play songs. By contrast, Johann Herbart called for a subject centered curriculum. He recommended literature and history as the two leading academic study areas and asserted that the goal of instruction was to develop the moral individual. Herbert called upon teachers to take students sequentially through the steps of preparation, presentation, association, generalization, and use. It is possible to bring together the two approaches through an instructional method that applies practical problem solving to academic subjects. Problem solving through play activities can generate interest in learning. A model for problem solving may include: (1) identifying and delineating a problem; (2) gathering data; (3) achieving a hypothesis; (4) testing the hypothesis; and (5) revising the hypothesis. Problem solving stresses finding solutions to lifelike situations. As the problems are relevant to society, school, and society might become one and not separate entities. (SG)

ED 359 085 SO 022 348

Roberts, Leonard H.; Pollman, Mary Jo

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; International Cooperation; *International Organizations; *Peace
IDENTIFIERS- *International Peace Research Association; *Peace Education

The Peace Education Commission (PEC) of the International Peace Research Association (IPRA) was established to facilitate international cooperation among individuals interested in peace education and research related to peace education. It operates via a council and an executive secretary (at present located in Sweden). The main ambition of PEC is to serve as a useful network for transnational information and support in the peace education area. Two instruments are basic in such network activities: a newsletter service and a current address list. The present miniprint gives current mailing addresses. Included in the list are addresses for 1992-94 PEC council members, former executive secretaries, the present executive secretary, and other members from around the world. (SG)

ED 359 107 SO 022 891

Thelin, Bengt
Education for Global Survival: Reflections Based on Some Swedish Experiences and Examples. Peace Education Miniprints, No. 33.
PUB DATE- Oct 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Global Approach; Higher Education; Interdisciplinary Approach; International Organizations; *Overpopulation; *Peace; Social Studies; *War
IDENTIFIERS- *Peace Education; *Sweden

This document which reviews peace education as the subject was presented in Sweden in the later 1980s. The paper argues for a stronger commitment to peace education and approaching the subject from the perspectives of the unique, the absurd, and the relevant. The contemporary era is unique in that humanity now possesses the means to reify apocalyptic myths about the end of the world. Absurdity is identifiable in the gross social inequalities that exist in the world. What is relevant, even central, to education is the future of humanity and the world. Peace education in Sweden sheds light on workable models and strategies. The Swedish National Board of Education (NBE) highlighted curricular areas in which such concepts as human rights and peace have a strong position. The NBE also published service material on peace education and cooperated with international peace organizations. It is unclear what programs will survive the NBE's replacement by the National Agency for Education. Efforts in support of global survival must combine knowledge, feeling, and action. Amid war, overpopulation, refugee problems, and other crises, the current generation must realize that it has the knowledge necessary to solve such problems. (Contains 18 references.) (SG)

ED 359 108 SO 022 895

Fitzhugh, William P.
The Geography of Me: Geography Activities for Elementary Students.
PUB DATE- Nov 91

specifically on the dimension of the triangular U.S.-Soviet-Cuban relationship, while lessons 1, 2, 7, and 8 explore the U.S. role in the Caribbean and Central America. This book also contains notes that supplement the student text. These notes feature background on the Cuban missile crisis, including much of the correspondence among U.S. President John Kennedy, Soviet Premier Khrushchev, and Premier Fidel Castro. Other notes highlight key aspects of Cuban history since Castro's rise to power. (DB)

ED 359 130 SO 023 147

Risinger, C. Frederick
Current Directions in Social Studies.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Controversial Issues (Course Content); Cultural Pluralism; *Curriculum Development; Educational Change; *Educational Trends; Elementary Secondary Education; Ethical Instruction; Geography Instruction; History Instruction; Literature; Religion Studies; *Social Studies; Teaching Methods; Western Civilization; Writing Instruction

The social studies curriculum recently has been subjected to many changes. New curriculum patterns coupled with more effective instructional strategies have altered significantly subject content and teaching methods. Drawing from contemporary research literature, newly developed curriculum guides, and blue-ribbon reports from content specialists and social studies teachers, this booklet reviews 10 contemporary trends in social studies and suggests how instruction can change to meet the needs of a changing country. The 10 trends reviewed concern the following topics: history, geography, literature, multicultural society, western ideals, ethics and values, role of religion, controversial issues, in-depth coverage, and writing. (DB)

ED 359 131 SO 023 158

Challenges of the 1990's: Economic Development, Social Equity, and Environmental Protection in Mexico and Guatemala. Fulbright-Hays Summer Seminars Abroad Program (November 14, 1992).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 241p.; Several reproducibility problems are interspersed throughout the document.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Education; *Developing Nations; Economic Development; Educational Resources; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Instructional Materials; *Teacher Developed Materials; Teaching Experience
IDENTIFIERS- *Guatemala; *Mexico

This collection of curriculum projects concern Guatemala and Mexico and were written by U.S. school teachers who participated in the Summer 1992 Fulbright-Hays Seminar Abroad Program. The following are some titles of included curriculum projects: "Problems and Opportunities of Guatemala, A

NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Catholic Educators; Catholic Schools; *Codes of Ethics; *Decision Making; *Ethics; *Moral Issues; Moral Values; *School Law; Secondary Education; Secondary School Teachers
IDENTIFIERS- National Catholic Educational Association

This text is intended as an aid to Catholic school teachers in the study of legal and ethical issues. In four chapters it attempts to do the following: (1) present basic information about ethics and the law; (2) offer 10 dilemmas in the form of brief case studies taken from school life; (3) provide a basis for discussion of the issues posed by the dilemmas; and (4) offer a model for legal/ethical decision making that is grounded in the set of moral values published by the National Conference of Catholic Bishops through the United States Catholic Conference and by the Sacred Congregation for Catholic Education (1982). A bibliography of legal citations is included. Appended to the text is the "Code of Ethics for the Catholic School Teacher" published by the Department of Elementary Schools of the National Catholic Educational Association. (AMH)

ED 359 152 SP 034 563

Lochhead, Jack
Liberation Thinking.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the International Conference on Thinking (4th, San Juan, PR, August 1989). Contains some light type which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *Constructivism (Learning); *Critical Thinking; *Decision Making; Higher Education; *Learning Processes; *Outcomes of Education; Secondary Education; *Thinking Skills
IDENTIFIERS- *Liberatory Learning

The goal of this paper is to relate liberation and the teaching of thinking. By looking at the great liberators throughout history, teachers can learn about their own craft. The goal of teaching thinking ought to be to develop individuals who can think for themselves. Such people have some measure of control over the meaning they make of their experiences and of the ways in which they structure their lives. They are thus empowered and liberated. Constructivism is one approach that presents some interesting challenges to education. The approach represents an understanding of the human condition that places primary emphasis on the independence of each person's interpretation of his or her own experience. A method proposed for approaching such a goal is to engage students in active thinking through some form of dialogue. Stimulating a sense of power and control in one's students necessarily involves giving up some forms of power teachers have traditionally held. Among these is the power to determine the validity of the conclusions

Elementary Secondary Education; Foreign Countries; Policy Formation; School Effectiveness; School Supervision; Secondary School Teachers; *Teacher Administrator Relationship; Teacher Education Programs; *Teacher Effectiveness; Teacher Evaluation; Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS- Africa (Sub Sahara); France; Japan; United States

This volume discusses the major options decisionmakers face when they are dealing with teacher career and remuneration policies. The document deals with a central question: how can remuneration and managerial policies help improve teacher effectiveness? The book is divided into three parts containing 15 papers. The first part, "The Cost and Effectiveness of Teachers," has two papers: (1) "Teacher Costs and Teacher Effectiveness in Developing Countries" (Joao Oliveira and Joseph P. Farrell) and "International Lessons for School Effectiveness: The View from the Developing World" (Joseph P. Farrell). The second part, "The Economics of Teacher Remuneration Policies," includes: (3) "Factors Affecting Teachers' Salaries" (Manuel Zymelman with Joseph DeStefano); (4) "Teacher Compensation in Developing Countries" (Alejandra Cox Edwards); (5) "Influences on the Choice of a Teaching Career: An Analysis from an International Perspective of the French Experience" (Francois Orivel and Jean Perrot); (6) "Social and Economic Aspects of Teaching in the United States" (Alan P. Wagner); (7) "A Comparison of Teachers' Salaries in Japan and the United States" (Stephen M. Barro and Joe W. Lee); (8) "Primary School Teachers' Salaries in Sub-Saharan Africa" (Manuel Zymelman with Joseph DeStefano); (9) "Economic Incentives To Improve Teaching" (Richard J. Murnane); and (10) "The Role of Local Communities in Teacher Incentive Systems" (Frances Kemmerer and Sivasailam Thiagarajan). The third part, "Training and Managing Teachers," contains the following papers: (11) "Teacher Evaluation: A Critical Review and a Plea for Supervised Reflective Practice" (F. Michael Connelly); (12) "Teacher Training in Developing Countries: Lessons from Research" (Beatrice Avalos); (13) "Participatory Approaches to Teacher Training" (Sheldon Shaeffer); (14) "Three Scenarios for the Future of Teaching in the United States" (Arthur Wise); and (15) "The Concerns of Teachers' Unions for Quality Education in Developing Countries" (Pai Obanya). (LL)

ED 359 172 SP 034 613

Wamboldt, Martina; And Others
Survey of First- and Third-Year Teachers and Their Supervisors, 1992.
PUB DATE- Feb 93
NOTE- 51p.; For 1990 survey, see ED 332 971.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; Feedback; Higher Education; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Schools of Education; Secondary School Teachers; State Surveys; Teacher Education Programs; *Teacher Effectiveness; Teacher Supervision
IDENTIFIERS- *Colorado

This report presents the 1992 results of a survey of Colorado first- and third-year teachers and their supervisors. The survey, conducted every 2 years, provides Colorado institutions of higher education and the Colorado State Board of Education specific listening activities are not common in college Russian courses, and that students have little confidence in their ability to comprehend what they hear in a variety of situations. In addition, there are few relationships between the activities that do exist and either students' perceived listening competence or results on an objective listening test. The experience of study abroad led to substantial gains in listening comprehension. Six figures and 19 tables are included. (JP)

ED 358 719 FL 021 283

Otsu, Yukio, Ed.
MITA Working Papers in Psycholinguistics, Volume 2.
PUB DATE- 89
NOTE- 102p.; Volume 1 is unavailable. For selected individual papers, see ED 331 302, ED 323 759, and FL 021 286-290. Publication partly supported by a grant from the Japanese Ministry of Education and Culture and the INS Corporation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Students; *English (Second Language); English for Academic Purposes; Error Patterns; Foreign Countries; Higher Education; High School Freshmen; High Schools; High School Students; *Language Processing; Linguistic Theory; *Second Language Learning; Semantics; Sentence Structure; Speech Acts; Verbs; Writing (Composition)
IDENTIFIERS- Clauses; Connectives (Grammar); Japan; Reflexives; Universal Grammar

Seven original research papers are presented. The titles and authors are as follows: "Acquisition of the Argument-Structure of Verbs" (Mika Endo); "A Note on Semantic Selection" (Yoshio Endo); "The Governing Category Parameter in Second Language" (Makiko Hirakawa); "The Use of Connectives in English Academic Papers Written by Japanese Students" (Yasuko Kanno); "A Note on English As-Clauses" (Yoshihara Kumagai); "Structure-Dependence in Second Language Acquisition" (Kazuhiro Naoi); and "Units of Processing in Sentence Production: Evidence from Speech Errors" (Yasushi Terao). (JP)

ED 358 720 FL 021 286

Hirakawa, Makiko
The Governing Category Parameter in Second Language Acquisition.
PUB DATE- 89
NOTE- 15p.; In: Otsu, Yukio, Ed. MITA Working Papers in Psycholinguistics, Volume 2; see FL 021 283.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; College Students; *English (Second Language); Foreign Countries; Higher Education; High Schools; High School Students; Japanese; Linguistic Theory; Native Speakers; *Second Language Learning; *Syntax
IDENTIFIERS- *Reflexives; *Universal Grammar

This experimental study examined how and to what extent native speakers of Japanese acquire syntactic properties of English reflexives. There is emphasis on the effects of the Governing Category Parameter (Wexler and Manzini, 1987), which relates to Principle A of the Binding Theory (Chomsky, 1981). It is hypothesized that second language (L2) learners are still constrained by Universal Grammar (UG), despite the influence of the parameter setting of their native language as well as the dichotomize or polarize them, and to reject ambiguity as unacceptable. Other curiosities about sexual categorization are noted, including the fact that femaleness is subsumed under the category of "man," which in turn is synonymous with human, but some roles are stereotyped as female only. It is argued that the English language supplies no good alternatives to the biologically-based bipolar construction, and conceptualization follows this pattern. Reliance on certain implicit assumptions: that there are distinct biological sex categories (male and female) and that gender is directly related to sex results in fuzzy conceptualizations of gender. It is noted that some feminist scholarship focuses on diversity among women, not just differences from men. However, little challenge to underlying bipolar assumptions is found in the literature. It is proposed that a useful way of approaching this issue is to pay attention to those people who challenge the biological categories assigned to them or reject the cultural concomitants. Distinctions made between gender assignment (made at birth), gender identity (as expressed both to oneself and to others), gender role, and gender attribution are seen as useful. Further, the need to begin with any gender distinction is disputed. (Contains 63 references.) (MSE)

ED 358 742 FL 021 327

Cirtautas, Ilsa D.
Kirghiz Language Competencies for Peace Corps Volunteers in Kirghizstan.
PUB DATE- Apr 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Conversational Language Courses; *Cultural Traits; Daily Living Skills; Dialogs (Language); Food; Government Role; Grammar; Health; *Interpersonal Communication; Interpersonal Competence; *Kirghiz; *Language Patterns; Monetary Systems; Number Systems; Proverbs; Second Language Instruction; Second Language Learning; Transportation; Uncommonly Taught Languages; Vocabulary Development; *Volunteer Training
IDENTIFIERS- Kirghizstan; *Peace Corps; Shopping

This textbook is designed for use by Peace Corps volunteers learning Kirghiz in preparation for serving in Kirghizstan. It takes a competency-based approach to language learning, focusing on specific tasks the learner will need to accomplish through language. Some competencies are related to work tasks and others to survival needs or social transactions. An introductory section gives basic information about Kirghiz phonology, alphabet, and grammar. The instructional materials consist of lessons on 12 topics: personal identification; conversation with a host counterpart or family; general interpersonal communication; food; money; transportation; getting and giving directions; shopping at the bazaar; being invited by a Kirghiz family; workplace interactions; medical and health issues; and interaction with government officials. Each lesson contains related cultural notes and segments on a number of specific competencies. Each competency is accompanied by a dialogue in Kirghiz, a vocabulary list, grammar and vocabulary notes, and in some cases, a proverb. Appended materials include charts of grammar forms, translations of the

the other. Because of this difference in attitudes, administrators' decisions could run contrary to those of faculty regarding such matters as faculty members' tenure and promotion. A table displays the statistical results for 15 variables. (GLR)

ED 358 762 HE 026 487

Higher Education Opportunity Program Annual Report, 1991-92. HEOP Works.
PUB DATE- Dec 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Access to Education; Colleges; Disadvantaged; Educational Opportunities; *Enrollment; Ethnic Groups; Evaluation; *Expenditures; Full Time Equivalency; Higher Education; Minority Groups; Statistical Data; Student Characteristics; *Student Financial Aid; Tables (Data); Universities
IDENTIFIERS- *Higher Education Opportunity Program; *New York

This report presents data on the 1991-92 activities of New York State institutions regarding minority and disadvantaged student programs, enrollment, student financial aid, and expenditures. Sections report on Higher Education Opportunity Program (HEOP) student profiles and eligibility, descriptions of campus programs, data on student achievement, and program financing. Appendices, comprising nearly half the report, provide data tables, broken out by individual four-year colleges and universities regarding such areas as student profiles by academic preparation, demographic characteristics, full-time equivalent enrollment and expenditures, and institutional aid and federal aid statistics. Among the information revealed are the following items: (1) expenditures for the HEOP, totalling 78 programs in 61 independent colleges and universities, was over $124 million; (2) a total of 7,362 HEOP students enrolled full- or part-time in New York higher education institutions; (3) over 39 percent of the HEOP students were Black and 31.87 percent had Spanish surnames; (4) almost 83 percent of the incoming students had gross family incomes under $15,865 and over 60 percent had incomes below $8,631; (5) of total program expenditures, HEOP provided 16 percent, the institutions 31 percent, and federal and other sources 53 percent; and (6) 61.9 percent of the students who entered in 1987-88 were within one or two semesters of graduation after 5 years. (GLR)

ED 358 763 HE 026 488

Christensen, Robert L.; Wylie, Neil
The Potential for Formal Consortial Arrangements between State Cooperative Extension Systems - A Selective Review of Relevant Literature.
PUB DATE- Aug 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Consortia; *Cooperative Programs; Educational Cooperation; *Extension Education; Financial Support; *Governance; Higher Education; Institutional Cooperation; *Intercollegiate Cooperation; Land Grant Universities;

Study; Higher Education

A discussion of graduate higher education suggests that shifts in demography of graduate school students and changes in traditional doctoral programs will lead to increased participation in doctoral study by the nation's best and brightest students. Declines in doctoral program participation due to demographic shifts, decreasing financial support, labor market trends, role confusion and abuse of power in graduate programs, point to a need for program restructuring. With thinking and determination it should be possible to make changes in graduate education within the individual university. General suggestions for change include enhancing the understanding of contemporary graduate students who include more women, adult students, and minority students. Other changes could include improved faculty advising, redefining the role and relevance of the dissertation, increasing financial incentives, implementing programs of early recruitment, and establishing alternative tracks. An over all re-examination of the doctoral experience is in order and should be reasonably informed by a genuine effort to understand contemporary graduate students. Contains 29 references. (JB)

ED 358 783 HE 026 514

Brazziel, William F.
Shaping Graduate Education's Future: Implications of Demographic Shifts for the 21st Century.
PUB DATE- 12 Jun 93
NOTE- 14p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Higher Education (Ottawa, Ontario, Canada, June 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; Distance Education; Educational Change; *Educational Trends; *Enrollment; Financial Needs; *Futures (of Society); Graduate Students; *Graduate Study; Higher Education; Nontraditional Students; *School Demography; School Holding Power; Student Financial Aid; Trend Analysis

Due to demographic changes and trends now in progress graduate education delivery systems for students, teachers, and support providers will all be different in the future. Demographics will be the engine of change and the change itself will come rapidly as countries take steps to maintain and expand competitive skills in their work forces. There will be an increase in graduate courses offered through distance education and more older and minority students in gradate study. Research universities can increase graduate student enrollment by enhancing undergraduate teaching and advising. Demographic data indicates an imminent shortage of students starting graduate studies. Research on interest in graduate study among working people found that student financial support was a key to moderating shortfalls in doctoral starts. Birth cohort trends may bring a return to enrollment "normalcy" sometime in the first quarter of the next century. However, future economic shifts will affect birth cohort size. The Life Chance Theory suggests that young people facing uncertain economic futures postpone marriage and child bearing and birth cohorts are smaller. This demographic cycle is beyond the control of educational institutions. They must find ways to adjust by tapping new markets and working on retention. (JB)

ED 358 784 HE 026 515

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Intellectual Disciplines; Learning; Metaphors; *Preservice Teacher Education; Professors; Skill Development; *Teacher Role; *Teacher Student Relationship; *Undergraduate Study

This paper argues that conceiving the education professor's role in higher education as that of teaching an "artificial" science is a helpful metaphor for re-contextualizing this mission. How the use of the metaphor of an artificial science bears on the role of the education professorate is examined by applying the purposive-inner environment-outer environment model to the tasks of the teacher, the professor, and the education professor. Each task is discussed within the context of artificial science while examining the student's learning progress from the introduction to knowledge to the level of practice. The paper concludes with the concepts of "indwelling," applied to skill development and performance; and "pedagogical modeling," used to give teachers guidance in connecting knowledge and the experience of the learner with flexibility and variety. Contains 32 references. (GLR)

ED 358 804 HE 026 539

Constantinides, Janet C., Ed.
Wyoming Institute on Foreign TA Training. Working Papers, Volume I.
PUB DATE- Jul 86
NOTE- 139p.; For Volume II (1988), see HE 026 540.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cross Cultural Training; Cultural Awareness; *Foreign Students; Graduate Students; Higher Education; Postsecondary Education; Program Development; Student Evaluation; Student Subcultures; *Teacher Education; *Teaching Assistants; Teaching Methods

This document presents 11 papers that consider the problems and opportunities relating to the design and implementation of training programs for foreign teaching assistants (FTAs): "Academic Sub-cultures within U.S. Higher Education: Implications for FTA Training of Differences in Teaching Styles and Methods" (Patricia Byrd); "Cross-cultural Awareness: Understanding Ourselves and Sensitivity to Others" (Lynne A. McNamara); "Background Issues in Testing and Evaluation of Foreign Teaching Assistants" (Janet C. Constantinides); "Gaining and Maintaining Campus-wide Support for an International Teaching Assistant Training Program" (Jane Averill, Dave Clark, Lynne McNamara); "Oral Interview for International Graduate Assistants" (Ralph Pat Barrett); "Video-taped Teaching Simulations: Issues in the Testing and Evaluation of Foreign Teaching Assistants" (Patricia Byrd); "Clarification of Terms in FTA Training," "Information Classification System," and "Foreign TA Training Programs: An Overview of Design Components and Comparison Chart of FTA Program Formats," "Training Foreign TA's - Pedagogical Teaching Skills: A Matrix System to Target FTA Training" (Claire K. Langham); "Five Phases in a Training Program" (Claire K. Langham); and "ITAs and the Road to Communicative Competence: Learning to Map a Department" (Debra-L Sequeira). References are provided for most papers. (GLR)

Technology NC

This article, by the IBM (International Business Machines) program manager for the Institute for Academic Technology (IAT), is premised on the idea that the use of computers can help address many of the issues facing undergraduate education today. Computers in the classroom can enrich both teaching and learning. The IBM personal computer and the associated Advanced Academic System for faculty allow educators to put together video, still images, text, voice, music, and graphics for classroom presentations. Computer technology allows college faculty to keep pace with the individual needs of students and prepare them for real-world jobs. Positive changes in teaching are made possible through computers, which can benefit nearly every aspect of faculty work. Examples are given of computer assisted instruction, computer assisted testing, and computer managed instruction. The many benefits make the instructor's time spent in learning computer use well worth it, particularly since one need not be a computer wizard to use the technology. The rapid evolution of innovative educational technology provides educators with the tools they need to stimulate and assist today's learner. (SLD)

ED 358 822   IR 016 102

McMillan, Katie; Honey, Margaret
Year One of Project Pulse: Pupils Using Laptops in Science and English. A Final Report. Technical Report No. 26.
PUB DATE- Mar 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; English Instruction; Grade 8; Holistic Approach; Junior High Schools; Junior High School Students; Microcomputers; Program Evaluation; Science Instruction; *Secondary School Science; *Skill Development; Student Journals; *Student Motivation; Teacher Role; Telecommunications; *Writing Improvement
IDENTIFIERS- Final Reports; *Laptop Computers; *Project Pulse

A year-long study was conducted with a class of 25 eighth graders, their English and science teachers, and the school computer supervisor at a school in Roselle (New Jersey). The structure and goals of the project, called PULSE, for Pupils Using Laptops in Science and English, are described. Research questions focused on the development of teachers' goals and practices and their relation to the technology, the development of project-based activities, the development of student writing skills, and the impact of local telecommunications on teacher and student interaction. A high level of student and teacher motivation, the role of the teacher in facilitating student use of the technology, and an increase in technological competence were themes that were significant in the positive experiences of teachers and students. The portability of the laptops and the availability of integrated tool-based software were particularly useful in science education. Most of the students used the laptops as portable diaries to keep journals, write stories, and complete assignments. A holistic measure of writing scores for a randomly selected group of students indicated marked improvement in their ability to communicate persuasively, organize their ideas effectively, and use a broad vocabulary effectively. The local bulletin board was heavily used by teachers, who also managed to leverage this project into a way of bringing other badly needed resources into their computer for classroom use, and "The Writing Center," a program to create documents. Information for using the computer and the program to create teaching aids and instructional materials and to instruct students in program use is included. A curriculum outline is provided in the "Using the Macintosh Computer & The Writing Center in the One Computer Classroom" section. A second section, "The Mac Pack: All You Need To Know To Get Started on the Macintosh Computer," covers software policy, windows utilities, menus, using the mouse, and other specifics concerning operating a Macintosh computer. A third section, "A Guide to The Writing Center," contains a guide to sessions for using the program to create newsletters and instructional materials, as well as to teach writing to students. Numerous handouts and transparency masters for the kit are included. (SLD)

ED 358 840   IR 016 147

Dodge, Bernard J.
School-University Partnerships and Educational Technology. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College School Cooperation; *Distance Education; Educational Planning; Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Program Implementation; Research and Development; *Staff Development
IDENTIFIERS- ERIC Digests

Current thinking and practice involving the use of educational technology in collaborative activities between schools and universities are described. The most successful partnerships have been those in which both parties planned and prepared themselves well before starting. Adequate resources were allocated, and mutual respect between the partners was nurtured. This digest describes four categories of partnerships involving educational technology: (1) staff development about technology; (2) staff development with distance education as a medium; (3) research on educational technology, with the joint goals of benefit to both sides; and (4) the development of new educational tools. Some examples of partnerships in each of these areas are given. Specific recommendations are provided for successful partnerships, focusing on joint goals and reciprocal exchanges. (Contains 15 references.) (SLD)

ED 358 841   IR 016 169

Romiszowski, Alexander
Telecommunications and Distance Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Broadcast Television; *Computer Assisted

Role; Information Dissemination; *Information Management; Information Technology; Library Role; Policy Formation; *Public Policy; State Government; *Technological Advancement
IDENTIFIERS- European Community; *Government Information; *Information Policy; Patent Office

This report contains summaries of papers presented at the annual forum of the Federal Library and Information Center Committee (FLICC) of the Library of Congress. Introductory and special remarks were delivered by FLICC Executive Director Mary Berghaus Levering, Associate Librarian for Constituent Services of the Library of Congress Donald C. Curran, and Librarian of Congress James H. Billington. These are followed by two keynote addresses: "Congressional Policy Initiatives Regarding Availability of Federal Government Information and the Role of the Joint Committee on Printing" by Charlie Rose, and "A Vision of the Future," by Mitchell Kapor. The following papers were also presented: (1) "Public Access in Government and Its Cost" (Gary D. Bass); (2) "Dissemination of Electronic Government Information: New Role for Old Players" (Robert E. Kahn); (3) "The Changing Information Marketplace: Government and Industry Roles, Government Perspectives" (Joseph E. Clark); (4) "Industry Perspectives: Keeping Access to Government-Produced Information Open--The Fallacy of Information as a Government Profit Center" (Gerald E. Yung); (5) "Census Data Case Study" (John C. Kavaliunas); (6) "The Patent and Trademark Office Example: Managing Massive Amounts of Data and Delivering It to the Public" (Thomas P. Giammo); (7) "State Government Innovations in Managing Electronic Information" (Ed Levine); (8) "The European Community Information Policy Program" (Colin Hensley); (9) "Emerging Roles for Libraries and Information Centers" (Thomas J. Galvin); (10) "New Linkages for Library Resources" (W. David Penniman); and (11) "Developing Government Information Inventory Locator Systems" (Charles R. McClure). Panel discussion topics and moderators included the following: "Current Policy Issues Relating to Government Information" (George B. Trubow); "Case Studies--Problems, Priorities, and Challenges" (Toni Carbo Bearman); "Changing Information Infostructure" (William W. Ellis); and "Approaches and Opportunities--Discussion and Wrap-Up" (Thomas J. Galvin). (SLD)

ED 358 860   IR 054 585

Wiggin, Kendall F.
Gateway 2000: A Strategic Plan for the New Hampshire Automated Information System.
PUB DATE- Jan 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Information Technology; *Library Automation; *Library Cooperation; Library Development; Library Networks; *Library Planning; Library Technical Processes; Management Information Systems; Objectives; Online Systems; *Shared Library Resources; *State Programs; Statewide Planning; *Union Catalogs
IDENTIFIERS- *New Hampshire; Timelines

In 1982 the New Hampshire Automation Task Force made recommendations for an online statewide union catalog, which first came into use in 1984. In 1991 a subcommittee of the Automation Planning and Review Committee of the New Hampshire State Library presented a report on elements that should be addressed in a long range plan. This strategic plan is based on the subcommittee report. The New Hampshire Automated

ED 358 878 JC 930 309

The Workforce Training Imperative: Meeting the Training Needs of the Nation. A Policy Paper on the Role of Community Colleges in Providing Workforce Training. Working Draft.
PUB DATE- Jul 93
NOTE- 12p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Community Colleges; Economic Development; Educational Finance; *Educational Policy; *Government Role; Institutional Mission; *Job Training; *Labor Force Development; Postsecondary Education; Role of Education; School Business Relationship; Training Objectives; Two Year Colleges; Vocational Education
IDENTIFIERS- Economic Trends

Drawing from national studies calling for expanded and improved workforce training to keep the nation competitive in the global economy, this report reviews research on workforce training and argues for a concerted national effort to define and support a coordinated program of workforce training. First, the paper defines workforce training as those activities designed to improve the competence and skills of current or new employees and reviews the basic arguments for expanded workforce training. Next, the principal economic and educational imperatives of improved workforce training are reviewed and the role of formal and informal education systems in workforce training is discussed. The paper then describes the need to redesign the system of training and examines the central role of community colleges in this process, highlighting the existing infrastructure for delivering high-quality training at a reasonable cost. Finally, the paper discusses public-private partnerships and provides specific recommendations for community colleges, business and industry, and government in implementing a national workforce training system. Recommendations include the following: (1) community college leaders should develop organizational structures that bring workforce training from the margin into the mainstream of their institutions; (2) business and industry leaders should explicitly acknowledge that workforce training is an unavoidable cost of doing business and being competitive; and (3) the federal government should identify the expansion and improvement of workforce training as the core of a national economic strategy. (PAA)

ED 358 879 JC 930 310

Richland Community College's Self-Study and Institutional Plan, Spring 1993.
PUB DATE- 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Administrative Organization; Ancillary School Services; Budgets; *College

Colleges (CSCC), in Los Angeles, California, augmented its 1991 study of the liberal arts with a study of non-liberal arts, using data from the same 164 community colleges. Non-liberal arts courses were counted and categorized using spring 1991 class schedules for the 164 participating colleges. Excluding laboratory courses, which were not included in the CSCC tally, 43.3% of the spring 1991 community college curriculum was devoted to the non-liberal arts. These classes were grouped into the following 10 course categories: business and office (24.6% of all courses); personal skills (19.1%); trade and industry (18.6%); technical education (18.1%); health occupations (10.2%); marketing and distribution (3.4%); education (2.5%); engineering technology (2%); agriculture (1.2%); and home economics (0.2%). The low percentage for home economics courses was due to the grouping of classes such as pattern design and culinary arts in the "trade and industry" category. A number of two-year college courses combine both liberal arts and non-liberal arts subject matters, such as those providing literacy skills in occupational courses, or truly interdisciplinary courses integrating two separate subject areas. (PAA)

ED 358 895 JC 930 329

Bolton, John K.
Revitalization of the ESL Program on the Rockville Campus of Montgomery College, and the Matter of Credit for ESL Courses.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Credits; College Planning; Community Colleges; *Credit Courses; Educational Change; *Educational Policy; English (Second Language); English Curriculum; Foreign Students; Interprofessional Relationship; Management Systems; *Multicampus Colleges; Policy Formation; Position Papers; Program Development; Two Year Colleges
IDENTIFIERS- Montgomery College MD

In 1990-91, the Rockville Campus (RC) of Montgomery College (MC) in Maryland, revised its English-as-a-Second-Language (ESL) program to make it more responsive to student needs and begin offering ESL courses for institutional credit in fall 1991. Faculty at MC's Takoma Park Campus (TPC), however, objected to RC's proposed changes, particularly to offering credit for ESL credit courses. This report responds to TPC's objections and sets forth the position of the Department of Reading and ESL at RC, making the case for granting academic credit for ESL courses at the community college level. Following a brief description of the background of ESL and program revitalization at MC, the paper defines institutional credit and emphasizes its importance in the ESL program. Next, the case for granting credit to ESL courses is presented. Arguments presented include the following: (1) credit for ESL courses is a mainstay for academic revitalization; (2) credit is required if ESL courses at MC are to be comparable to those at other institutions, and credit is warranted on the basis of course content; (3) ESL courses are not manifestly remedial; (4) course credit benefits students by increasing motivation through positive reinforcement; and (5) credit for ESL is vital in order to fulfill the institutional mission and to remain competitive. Finally, arguments expressed by TPC faculty against credit are presented and refuted, including the arguments that ESL is

PUB DATE- Sep 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Literacy; *Day Care; Demonstration Programs; Infants; *Literacy Education; Parent Participation; Preschool Education; Program Administration; Program Descriptions; *Program Design; Teaching Methods; Toddlers
IDENTIFIERS- *Family Literacy; Montana (Helena)

Designed for use by persons interested in simultaneously initiating a child-care and parent literacy instructional program, this handbook presents a model for the literacy education of families with young children. The handbook begins with definitions of family literacy and discusses the rationale and purpose of a family literacy program. Part 1 provides an overview of Helena, Montana's Family Learning Center project, a literacy and child care program for infants and toddlers which includes an instructional program for parents. Part 2 describes the step-by-step procedures for developing literacy programs with adult instructional components for the child care setting. This part includes details for selecting staff and facilities, developing policies and procedures, planning and implementing the child care literacy and parent literacy components, and evaluating the program. A list of resources for developing a family literacy program is included. Appendices include position descriptions, child care schedules, and forms for the Family Learning Center; forms and information related to the parent instructional component; sample "lab time" activities from the parent and child instructional component; an overview of adult literacy; and an evaluation form for a family literacy program. (Contains 42 references.) (MM)

ED 358 912 PS 021 016

Steinberg, Adria, Ed.
The "Best" of the Harvard Education Letter.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Apprenticeships; Child Development; Classroom Environment; Classroom Techniques; *Cooperative Learning; Early Childhood Education; Educational Innovation; Elementary Secondary Education; Homework; *Kindergarten; Parent School Relationship; *Peer Relationship; Popularity; Reading Difficulties; Reading Programs; *School Readiness; *Student Alienation; Student Motivation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Comer (James P); Gilligan (Carol); *Reading Recovery Projects

This document consists of a selection of the best articles previously published in the "Harvard Education Letter." It contains the following articles (without citing the issue in which they originally appeared): (1) "School-Parent Relationships that Work: An Interview with James Comer"; (2)

attitudes related to AIDS. Cluster analysis indicated that first and second grade children entertained a wide range of hypotheses about the causes of AIDS but also believed that widely-publicized AIDS risk factors and saliva exchange were the most probable causes. With age, children learned more about risky behaviors and weeded out bad ideas until they approximated the accepted scientific theory. Increased knowledge of AIDS causality caused greater willingness to interact with infected individuals and decreased anxiety about being infected. Cluster analysis suggested that distinguishable subgroups of children exist at each age level, each with a qualitatively different theory of HIV transmission. The data suggests that knowing a child's theoretical perspective on AIDS causality allows for better prediction of receptivity to interacting with people who have AIDS. (Contains 28 references.) (MM)

ED 358 930 PS 021 435

Paquette, Daniel; St-Onge, Johanne
Are Anxious-Withdrawn Preschoolers Inhibited to Novel Social Situations?
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Antisocial Behavior; Anxiety; *Behavior Patterns; *Child Behavior; Classroom Environment; *Inhibition; *Interpersonal Competence; Parent Child Relationship; *Preschool Children; Preschool Education; *Social Behavior

This study examined methods of identifying children who display patterns of inhibited behavior in novel social situations or who appear anxious-withdrawn in their habitual preschool environment. Subjects were 118 children of French-Canadian background recruited from 60 preschool classrooms around Montreal, Canada. Children ranged in age from 31 to 70 months with a mean age of 46.1 months. Based on teacher ratings, children were divided into four groups (socially competent, average, angry-aggressive, or anxious-withdrawn) and were videotaped in interaction with their mothers and an unfamiliar mother-child dyad during an informal social encounter. Children classified as inhibited or sociable were compared on a series of measures derived from factor analysis of discrete behavioral variables. Analysis showed no relation between inhibition in novel social situations and anxious-withdrawn behavior in the child's preschool environment. Results also showed that maternal behavior was coherently related to the child's social withdrawal. Mothers of sociable children were significantly more likely to encourage their child by approval, to be more expressive with their child, and to command their child more often than mothers of inhibited children. (MM)

ED 358 931 PS 021 443

Connolly, Deborah A.; Hockley, William E.
A Developmental Evaluation of Frequency Memory for Actions Presented in Lists and Scripts.
PUB DATE- Mar 93
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans,

parents, typically beginning before the child reached 6 months of age, and continuing until the child was about 1 year old. Enrichment methods, combining a cognitive referential learning strategy with a social interaction strategy, were presented to parents in informal discussions, interactive demonstrations with their infants, and a program guide and videotape. Several types of developmental measures were employed, including standardized mental tests, language assessment scales, tape recordings, and daily parent records of infant progress in sound, word, and sentence acquisition. Follow-up measures consisted of parent interviews and SAT measures administered through school. Data analysis compared developmental test norms and actual outcomes with expected probabilities for indices of school achievement and competence. Results indicated that children in all projects progressed in language development well in advance of norms. Results showed that 62 percent of the children are in gifted or advanced programs, and from 56 to 92 percent have high grades, are intellectually independent, are excellent readers and writers, and are skilled in learning languages, math, and science. (MM)

ED 358 950 PS 021 474

Johnson, Donal B.; And Others
The Brazelton-Neonatal Assessment Scale as a Predictor of One- and Two-Year-Old Mastery Behavior.
PUB DATE- Mar 93
NOTE- 32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Child Development; *Infant Behavior; *Infants; *Personality Assessment; Personality Development; Personality Measures; *Predictor Variables
IDENTIFIERS- *Mastery Motivation; *Neonatal Behavioral Assessment Scale

This exploratory study investigated whether the Brazelton Neonatal Behavioral Assessment Scale (NBAS) can predict an infant's behavior on mastery motivation tasks at 1 and 2 years of age. Subjects were 31 normal, full-term infants from white, mostly middle class families. Infants were assessed using the NBAS with Kansas Supplements (NBAS-K) at a mean age of 11.93 days. Seventeen of these infants participated in a mastery task session at a mean age of 24 months 23 days. When NBAS-K scores were correlated with later mastery scores, neonates judged to be difficult and willful were found to be more persistent, more competent, and to express relatively more task pleasure and less negative affect on the mastery tasks. These results are similar to studies that have shown socially valued neonatal behavior (e.g. alertness and consolability) to be negatively related to equally valued later behavior (e.g. competence). (MM)

ED 358 951 PS 021 475

Newcombe, Nora; Sanderson, Hal L.
The Relation between Preschoolers' Everyday Activities and Spatial Ability.
SPONS. AGENCY- Temple Univ., Philadelphia, Pa.
PUB DATE- Mar 93
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans,

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employed Parents; Employed Women; *Employer Supported Day Care; *Family Programs; *Flexible Working Hours; *Fringe Benefits; Leaves of Absence; Program Evaluation
IDENTIFIERS- *Family Oriented Benefits

This issue of a monthly newsletter is devoted to an overview of employee benefits that assist families, including child care, extended unpaid personal leave, and flexible work options. Findings are discussed from a recent study analyzing the distribution of two of those family benefits (child care assistance and flexible work practices) among working women with children under age 13. Four types of child care assistance are examined: on-site child care, information and referral services, financial assistance to help cover the costs of child care (such as vouchers), and pre-tax flexible spending accounts. Flexible work options include part-time work, unpaid extended leave, work at home, and flextime. An assessment is made regarding whether the differences noted among workers receiving the most common employee benefits, such as health and pensions, are reflected in the distribution of family benefits. (MM)

ED 358 970 PS 021 516

Rothlisberg, Barbara A.; And Others
Social Acceptance of Mentally Retarded Children by Nonlabeled Peers.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; *Friendship; Grade 4; Intermediate Grades; *Labeling (of Persons); Mainstreaming; *Mental Retardation; Normalization (Handicapped); *Peer Acceptance; Sex Differences; Social Bias

Students' willingness to befriend a mentally retarded student was investigated using written vignettes about students said to be enrolling in the subjects' school. The study population included 60 fourth grade students from 5 social studies classes in a small southern community. Students were randomly assigned to experimental or control conditions. Groups of 8 to 12 students were taken to a separate classroom and asked to read written descriptions of 2 boys and 2 girls who were said to be enrolling in the school. In the control condition, all of the stories described the incoming students as being nonlabeled, normal peers. In the experimental condition, the descriptions of two of the new classmates were modified to include the addition of the mentally retarded label. Subjects were asked to make a behavioral commitment to befriend one of the incoming students under the assumption that the child would be joining their class. Chi square analysis indicated that the addition of the mentally retarded label to a description of a child significantly reduced the frequency of that child being chosen by subjects as a potential friend. The data suggested that a mentally retarded label may be a significant inhibitor to regular education students' willingness to accept labeled peers. (Author/AC)

ED 358 971 PS 021 534

Galinsky, Ellen; Friedman, Dana E.
Education before School: Investing in Quality Child Care.

Interactive Technology To Teach Rural Social Workers about Special Needs Children and Their Families.
PUB DATE- 93
NOTE- 9p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Computer Managed Instruction; Curriculum Development; Disabilities; Educational Innovation; Educational Technology; Elementary Secondary Education; Higher Education; *Inservice Education; *Rural Areas; Rural Education; *Social Workers; *Special Education; *Videodisks
IDENTIFIERS- *Interactive Videodisks

Effective provision of services to disabled rural children and their families requires collaborative effort between special educators and social workers. However, such a collaborative effort is impeded by social workers' lack of knowledge about special education laws and services and about disabled children and their families. A major technological advancement in inservice training of social workers is interactive videodisc-based instruction. The pace of the individualized training is controlled by the student's demonstrated understanding of the material. This technology has the capability of allowing students to simulate the skills learned by interacting with the video image. Branching allows remediation of incorrect responses and provides for choices of relevant information, topics, and examples. Comprehensive tests assess overall understanding and skill level and students are reinstructed in those areas in which their understanding or application is low. Video-based instruction combines two inexpensive, off-the-shelf technologies: the desktop microcomputer and the videodisc player. Interactive videodisc-based instruction is being used in a curriculum development project being developed jointly by the Social Work Program and the Department of Special Education at Kansas State University. The curriculum will provide inservice training for rural social workers that covers child development, special education laws, assessment, and family and community factors. (LP)

ED 358 988 RC 019 161

Coombe, Edmund
Sheltered Workshops and Transition: Old Bottles, New Wine?
PUB DATE- 93
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; *Disabilities; *Financial Support; Job Training; Postsecondary Education; *Rural Areas; Rural Education; *Sheltered Workshops; *Small Businesses; Supported Employment; Work Experience Programs

This paper provides a historical overview of sheltered workshops and presents information about service innovations and mission expansion. The first workshop in the United States was the Perkins Institute, opened in 1837 for individuals with visual for the strengths and weaknesses of each population in various skill and knowledge areas. As in SPRING I, a curriculum will be planned for each population that is congruent with that group's strengths. Tables describe the assessment instruments and outline the characteristics of White Appalachian and Black gifted children in disadvantaged rural areas versus those of gifted children in advantaged middle-class areas. Special concerns in the identification of Mexican-American and tribal Native American students are also discussed. (SV)

ED 359 006 RC 019 179

Bernhardt, Victoria L.; Jensen, Mary Cihak
Finding and Keeping the Best: Three Years of Progress in Recruiting & Retaining Special Education Teachers.
PUB DATE- Mar 93
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Distance Education; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Job Satisfaction; Program Effectiveness; *Program Evaluation; *Rural Education; *Special Education Teachers; Teacher Attitudes; Teacher Interns; *Teacher Recruitment
IDENTIFIERS- California (Northeast); *California State University Chico

From September 1989 to August 1992, 151 intern-teachers participated in an alternative credential program to recruit, train, and support special education teachers in rural northeast California. Directed by California State University, Chico, in collaboration with school districts in its service area, the 2-year program was designed to alleviate the area's critical shortage of special education personnel. The program featured stipends for 51 participants, on-the-job training, pairing of each intern with a mentor teacher, coursework delivered over interactive instructional television, release time for interns to attend training and observation sessions, and supervision and support from university faculty. Annual participant evaluations of the program and other data were analyzed with regard to three major program objectives: teacher recruitment and retention; meeting the educational needs of the special educator; and reducing the hardships of obtaining a special education credential. As of August 1992, 72 special education positions in the area had been filled by program graduates or participants. Participant comments indicate that over 80 percent: (1) had entered the training primarily from a desire to help children; (2) were satisfied with their first year of teaching special education; and (3) expected to continue as special education teachers until retirement. Participants rated the program as effective to very effective, and expressed satisfaction with the support received from mentor teachers, principals, and colleagues. (SV)

ED 359 007 RC 019 208

Howley, Craig B.; Cahape, Pat
Briefs for Parents in Ready-To-Copy Form: English and Spanish. 1993 Compilation.
SPONS. AGENCY- Office of Educational Research and Improvement

direct its own site-based preparation for using MAP. In addition to detailed instructions on how to conduct each workshop, a comprehensive appendix offers practical suggestions to team leaders about leading workshops for professional colleagues and other adult learners. It also outlines hints for coordinating the logistics of the assessment process. (MDH)

ED 359 023 SE 052 763

Posture of National Science Foundation. Hearing before the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 11 Apr 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; *Educational Research; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; *Financial Support; *Human Resources; Mathematics Education; Research and Development; School Business Relationship; Science and Society; Science Education; *Technological Advancement
IDENTIFIERS- Congress 102nd; National Science Foundation

This document presents a transcript of the hearing on the present state and future directions of the National Science Foundation (NSF) and the state of science and mathematics education in the United States. Testimony was presented by the director of the NSF and the deputy assistant direction of Education and Human Resources at NSF. The witnesses discussed: (1) the NSF's responsibilities in relation to the challenges the nation is facing today in the areas of international competitiveness, global change, the environment, energy, and education; (2) the fact that solutions to these problems will require new knowledge created through research; (3) the importance of continued collaboration among industries, the education community, and state and Federal Government to successfully further science and engineering education and develop the necessary human resources in these areas; (4) examples of where successful research has taken place as well as NSF's budgetary needs in order to continue to supply adequate support to research efforts; and (5) the competitiveness of the United States with the rest of the world in the area of research in mathematics and science education. Copies of the prepared statements are included, and questions and answers submitted for the record are appended. (MDH)

ED 359 024 SE 052 833

Model Competency-Based Mathematics Program.
PUB DATE- 91
NOTE- 201p.; A product of the Model Competency-Based Education Task Force in cooperation with the Ohio Council of Teachers of Mathematics Standards Task Force.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Algebra; Behavioral Objectives; Calculus; *Competency Based Education; Curriculum Development; Data Analysis; Demonstration Programs; Educational Legislation; Elementary Secondary Education; Estimation (Mathematics); Evaluation Methods; Geometry; *Mathematics Curriculum;

increase and retain minorities in science. Mentorship at all levels is crucial. Pre-college students need role models and mentors just as much as graduate students and post-doctoral fellows. (PR)

ED 359 043 SE 053 403

National Science Education Standards Project Update. Prepared for the Secretary's Invitational Conference, October, 1992.
PUB DATE- Oct 92
NOTE- 15p.; Prepared by the National Committee for Science Education Standards and Assessment.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Elementary School Science; Elementary Secondary Education; National Programs; *Science Curriculum; *Science Education; Secondary School Science
IDENTIFIERS- National Research Council; *National Standards

The National Research Council is coordinating the effort to develop national standards for science education. The goal is to develop, and publish by fall, 1994, science education standards that represent the consensus of teachers and other science educators, scientists, and the general public about what is important for all students to attain in science education. The standards consist of three facets: curriculum, teaching, and assessment. Section 1 of this document introduces the project. Section 2 is entitled "Charge to the Working Groups." Section 3 consists of questions and answers about standards. The next section presents a timeline for the standards. Section 5 lists the names and titles of people involved in the standards project. (PR)

ED 359 044 SE 053 449

Roempler, Kimberly S.; Warren, Charles R.
Computer Networks for Science Teachers. ERIC CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Full Text Databases; Higher Education; *Information Networks; Microcomputers; Online Systems; *Science Education; Science Teachers; Teacher Education; Telecommunications
IDENTIFIERS- ERIC Digests

Formerly reserved for use by scientists, researchers, and computer buffs, computer networks now have capabilities that make them extremely useful to science teachers and their classes. This digest is designed to provide educators with some basic background on computer communications and to provide a few examples of computer networks that are easily available to them and their students. Topics discussed are: (1) the power of communication, (2) the advantages of electronic mail, (3) dealing with networking charges, (4) networks available to science teachers (Science Line, EcoNet, PSINets, such as foresters and conservation scientists is expected to be slow. A classification of jobs in environmental fields is done according to content-focus and position-focus. Content-focus careers include careers in pollution prevention and control, disease prevention, and environmental planning. Position-focus careers include careers in environmental science, environmental policy, environmental information, and related professions. Since environmental science is an interdisciplinary arena, preparation for environmental occupations requires an understanding of biology, chemistry, and the physics of the environment; problem solving and mathematics skills; and preparation in a specific area of interest. Contains 13 references. (MDH)

ED 359 065   SE 053 613

Davenport, Linda Ruiz
The Effects of Homogeneous Groupings in Mathematics. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Educational Practices; Elementary Secondary Education; *Equal Education; Females; *Homogeneous Grouping; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Minority Group Children; Small Group Instruction; *Track System (Education)
IDENTIFIERS- ERIC Digests; Mathematics Education Research

Homogeneous grouping of mathematics students, the practice of grouping students of similar ability or achievement, is most prevalent at the high school level, often occurs at the middle and junior high school levels in schools that offer algebra, and occurs at the elementary school level as part of general groupings. This digest summarizes research results on the long-term effects of this practice on mathematics education. Effects are reported in three categories: (1) opportunity to learn mathematics; (2) mathematics achievement; and (3) tracking practices. Results indicate inequities in access to strong mathematics programs, well-qualified teachers, and classroom opportunities for low-track students enrolled in schools that practice homogenous grouping. Studies indicate that homogeneous grouping, especially at the high school level, generally fails to increase learning and seems to widen gaps between students deemed to be more or less able. Research on tracking practices involving the effects on minority and female students indicates that these students are often placed in lower tracks, particularly at the secondary school level, a troubling result considering the low representation of female and minority students in science and mathematics areas. Contains 18 references. (MDH)

ED 359 066   SE 053 614

Meng, Elizabeth; Doran, Rodney L.
Improving Instruction and Learning Through Evaluation: Elementary School Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93

Women's Emancipation through Education: The Radical Agenda of
Mary Wollstonecraft (1759-1797).
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational History; Educational Opportunities; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Equal Education; Females; *Feminism; Sex Bias; Sex Discrimination; *Womens Education
IDENTIFIERS- *Wollstonecraft (Mary)

Two hundred years ago, Mary Wollstonecraft, the English women's rights pioneer, published her immortal work: "A Vindication of the Rights of Woman." In it she placed much of the blame for women's inferior political, intellectual, and social status on "faulty education." In "Vindication," she offered a number of recommendations aimed at enhancing the quality of education for women. These included: boys and girls schooled together and sharing a curriculum rich in experiential learning, particularly in scientific studies. She advocated physical exercise and play as well as health education specifically aimed at women's needs. These and other education proposals marked her as an important progenitor of many modern and widely accepted educational innovations. Contains 20 references. (Author)

ED 359 086 SO 022 518

Ellington, Lucien
Japanese Education. Japan Digest.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Comparative Education; Cross Cultural Studies; Educational Administration; *Educational Assessment; *Educational Policy; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Higher Education; *International Education; *National Surveys; Role of Education
IDENTIFIERS- *Japan

It is important for teachers and students to develop a broad understanding of Japanese education. Americans who are knowledgeable about teaching and learning in Japan gain insights about a different culture, and are better able to think clearly about our own educational system. This digest examines (1) Japanese educational achievements; (2) the structure and curriculum of K-12 Japanese education; (3) Japanese higher education; (4) adult education in Japan; and (5) problems and future prospects for Japanese education. (Contains 12 references.) (DB)

ED 359 087 SO 022 595

Hodgkinson, Harold L.
A Demographic Look at Tomorrow.
PUB DATE- Jun 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

NOTE- 12p.; Paper presented at the Annual Conference of the National Council for Geographic Education (St. Paul, MN, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Elementary School Students; Ethnic Groups; *Geography Instruction; *Interdisciplinary Approach; Learning Activities; *Locational Skills (Social Studies); *Multicultural Education; *Parent School Relationship; *Social Studies; Vocabulary Development
IDENTIFIERS- American Education Week

It is impossible to divorce oneself from geography. Students at an early age need to see how much a part of their lives geography is. This document offers teachers, students, and parents an exciting opportunity to discover the geography in themselves. The program explores the many ways geography affects people starting right from birth. Differences between class members can be shared, mapped, and appreciated. Multicultural education becomes a real part of the social studies curriculum in a meaningful way as children learn to appreciate similarities and differences in each other. Parents become active participants in their children's geographic education. The approach is fun for students, parents, and teachers, and integrates well with creative writing and literature based reading. (Author/SG)

ED 359 109 SO 022 896

Fitzhugh, William P.
Geography and Literature: The Literacy Connection.
PUB DATE- Mar 92
NOTE- 37p.; Paper presented at the Annual Conference of the State of Maryland International Reading Association Council (Towson, MD, March 1992). Faint dot matrix type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Students; *Geographic Concepts; *Geography Instruction; *Interdisciplinary Approach; Learning Activities; Reader Text Relationship; *Reading Instruction; *Social Studies; Teacher Role; Thematic Approach; Whole Language Approach

Literature based reading can be used as a means of introducing and reinforcing geographic concepts. Every story has a setting. The setting is the time and place. Setting is representative of the five fundamental themes of geography. Teachers can integrate geographic skills in order to enhance the student understanding of the text. Geographic understandings also contribute to student appreciation of plot and the author's point of view. Literature and social studies (geography) make good partners. An integrated approach offers benefits to students and makes best use of time. Using geography makes an abstract description of the setting seem more concrete and real for students. Herein are many activities that reinforce reading skills and geographic concepts. Fifteen references and 12 figures are attached. (Author)

ED 359 110 SO 022 916

Developing Nation"; "Mexico: Integrated Activities for Intermediate Students"; "Mexico: A Mixture of Cultures, A Multi-Visual Presentation"; and "The Continuity of Mayan Culture: An Empirical Analysis Resulting from a Fulbright-Hays Seminar in Guatemala and Mexico, 1992." (DB)

ED 359 132 SO 023 163

Griffin, Jerome J.
A Comparative Analysis To Determine the Value in Producing Higher Achievement in a Social Studies Course at Evergreen Valley College.
PUB DATE- Feb 93
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Comparative Analysis; Curriculum Development; *Educational Research; *Educational Television; *Instructional Effectiveness; Social Studies; Two Year Colleges; Two Year College Students
IDENTIFIERS- Evergreen Valley College CA; Eyes on the Prize

The major purpose of this study was to determine if students enrolled in an "Eyes on the Prize" telecourse performed better academically in utilizing a study guide than students who did not utilize the study guide. "Eyes on the Prize," a course offered at Evergreen Valley College (EVC), fulfills a two-year ethnic studies requirement for graduation from California community colleges. For several years, the College has operated the instructional telecourse with little or no consistency, consequently students were achieving low grades, resulting in a high attrition rate as well. In order to address this issue, a student study guide for "Eyes on the Prize" was developed. A literature review was conducted and a study guide was developed and evaluated by expert faculty members and revised. The control and experimental groups were selected establishing good internal validity. This study employed a t-test as the statistical measure evaluating the significance of difference between the two means. The student population of Evergreen Valley College is diverse in its ethnic make-up and the academic disciplines pursued by the student population. The telecourses that are offered on weekends, early mornings, and over local cable stations have great appeal for the Community College students. The revised study guide showed a relationship between the use of a "Eyes on the Prize" study guide and an increase in student success. The telecourse study should be replicated with other telecourses, and Community College Districts in order to establish external validity. (Author)

ED 359 133 SO 023 167

Bonderman, Judith; And Others
Teaching the Bill of Rights: The Case of the Second Amendment. A Critique of Existing Educational Materials and Suggestions for Change.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

reached by students. For the teacher of thinking the most difficult task is to learn how to trust one's own students. (LL)

ED 359 153 SP 034 572

Holmes, Edward W.; Blair, A. Karen
Creation of a Journal for a Graduate Seminar.
PUB DATE- Feb 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Course Objectives; Educational Trends; *Education Courses; Elementary Education; Elementary School Teachers; Graduate Students; Higher Education; *Interdisciplinary Approach; *Journal Writing; Masters Programs; Reading Instruction; *Seminars; *Student Publications; Teacher Education; *Writing for Publication
IDENTIFIERS- *Teacher Researchers

This paper describes the creation of a journal entitled "Issues in Education" by eight elementary education and reading students in a graduate seminar course. The journal, published each semester by the Elementary Education Department, Towson State University (Maryland), presents articles illustrative of current teacher concerns. Topics relate to issues in education that are especially important in the students' own classrooms, schools, or school systems. The seminar students' themes included the need for change or restructuring in many areas of education, the unique needs of individual students, various teacher roles, grouping, critical thinking, writing workshop, television viewing, and the integrated language arts. Students worked in peer response groups to help one another with preliminary and final drafts of their articles. Brief annotated bibliographies about the research topics were required, and at semester's end students presented their journal articles orally before the seminar group. Course evaluations indicated that journal article writing gave the graduate students an audience, thereby making their work more real. An appendix provides oral report specifications. (Contains 15 references.) (LL)

ED 359 154 SP 034 579

Hughes, Jeffry; And Others
The Task Force on Initial Teacher Education Programs. Final Report.
PUB DATE- Jun 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Canada Natives; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Cooperation; *Preservice Teacher Education; Program Content; Program Effectiveness; Program Implementation; Program Improvement; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; *Teaching Experience
IDENTIFIERS- Manitoba (Winnipeg); *Reform Efforts; Task Force Approach

This task force report addresses three questions fundamental to the reform of teacher preparation: (1) what do teachers need to with information for the continued improvement of teacher education programs. Teachers (n=830) rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated 1,049 teachers' performance in these components based on requirements of the district standards. The components rated were: knowledge of subject matter, knowledge and utilization of teaching/learning theories, planning and organization of curriculum and instruction, classroom management, teaching techniques and communication of instructional material, assessment, communication and cooperation with parents and office staff, professionalism and management of general responsibilities, and communication with students. Over 90 percent of rated teachers met district standards in each area with the exception of classroom management. Teachers, too, rated preparation in this domain inadequate. The appendixes contain tables summarizing the 1988, 1990, and 1992 ratings of adequacy of program preparation by teacher- and supervisor-respondents for each of the institutions represented in the sample and the 1992 teacher and supervisor survey forms. (LL)

ED 359 173 SP 034 614

The Task before Us: A QuEST Reader.
PUB DATE- 93
NOTE- 165p.; Published for the 1993 QuEST Conference by the AFT Educational Issues Department. Photographs will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Standards; Anthologies; Black Students; *Change Strategies; Disadvantaged Youth; *Educational Objectives; *Educational Trends; Elementary Secondary Education; *Excellence in Education; Family Problems; *Futures (of Society); Private Schools; Public Schools; Reading Instruction; Student Motivation; Student Problems; Teacher Salaries; Unions; Urban Education
IDENTIFIERS- *Reform Efforts

This publication presents a collection of articles about education drawn from magazines, journals, books, and reports. The collection includes 13 selections touching on key educational issues, challenging ideas, and proposals for change: (1) "First Born, Fast Grown: The Manful Life of Nicholas" (Isabel Wilkerson); (2) "Putting Children First" (William A. Galston); (3) "The Other Crisis in American Education" (Daniel J. Singal) about complacently maintaining that the top students are doing just fine; (4) "Do Private Schools Outperform Public Schools?" (Albert Shanker and Bella Rosenberg); (5) "Raising Standards for American Education" (National Council on Education Standards and Testing); (6) "Reach High" (John E. Jacob) about substantive goals for every African-American youth; (7) "Reading: Seeing the Big Picture" (John T. Bruer); (8) "Higher-Order Thinking Skills for Disadvantaged Students" (U.S. Department of Education's National Assessment of the Chapter 1 Program); (9) "America's Children and Their Elementary Schools" (David K. Cohen and S. G. Grant); (10) "Restructuring Teacher Compensation Systems" (Allan R. Odden and Sharon Conley); (11) "It Takes Two To Tango" (Patrick Welsh) about the fact that policy reforms will make no difference unless students are willing and motivated to work hard; (12) "A Prescription for World-Class Schools" (John A. Murphy); and (13) "What Should Unions Do?" (John Hoerr). (LL)

ED 359 174 SP 034 615

non-operation of the Subset Principle. Experimental groups consisted of 13 15- and 16-year old high school students, 14 16- and 17-year high school students, 18 17- and 18-year old high school students, and 20 18- and 19-year old college students. Twenty-two native speakers of Japanese (aged 17-18 years) and 20 native speakers of English (aged 17-19 years) served as control groups. Subjects responded to a preliminary test and a test on reflexives that used a multiple-choice grammaticality judgment task. Findings show that L2 learners transfer their L1 parameter setting and consequently make errors in the choice of antecedents for reflexives. Subjects' errors are explained if it is assumed that they transferred their L1 value for the Governing Category Parameter. Results argue against the idea that UG is not involved in L2 acquisition. Test sentences on reflexives are appended. Contains 21 references. (JP)

ED 358 721 FL 021 287

Kanno, Yasuko
The Use of Connectives in English Academic Papers Written by Japanese Students.
PUB DATE- 89
NOTE- 15p.; In: Otsu, Yukio, Ed. MITA Working Papers in Psycholinguistics, Volume 2; see FL 021 283.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English (Second Language); English for Academic Purposes; Error Patterns; Foreign Countries; Higher Education; *Writing (Composition)
IDENTIFIERS- *Connectives (Grammar); Japan

The use of connectives in 41 academic papers written for an English writing course by Japanese students ranging from university sophomores to graduate students was examined. Connectives were categorized as additive, adversative, causal, and temporal. Each connective type was subject to certain types of error. Additive connectives tended to be overused, possibly because of the influence of oral discourse. In contrast, adversative connectives were omitted; this may be explained by the Japanese students' lack of awareness that the adversative connection is usually marked and requires a connective. Causal connectives are the most difficult for Japanese writers of English. Due to first language transfer, causal connection may be left "bare," while connections that are unrelated to cause and effect may be marked with a causal connective. Results showed no conspicuous error in temporal connection. (JP)

ED 358 722 FL 021 288

Kumagai, Yoshiharu
A Note on English As-Clauses.
PUB DATE- 89
NOTE- 10p.; In: Otsu, Yukio, Ed. MITA Working Papers in Psycholinguistics, Volume 2; see FL 021 283.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English; Foreign Countries; *Function Words; *Nouns; *Phrase Structure
IDENTIFIERS- *Clauses

A comprehensive analysis of English "as" clauses in terms of distribution and interpretation is offered. It is hypothesized that "as" clauses provide a supplementary explanation to the head noun (adnominal "as" clauses) and provide the dialogues, a Kirghiz-English glossary, a Kirghiz-English supplemental word list by category (occupations, expressions of time, the calendar, signs and directions, useful classroom phrases, colloquial expressions, useful words, numbers), and a list of source materials. (MSE)

ED 358 743 FL 021 328

Tyson, David; Clark, Larry
Turkmen Language Competencies for Peace Corps Volunteers in Turkmenistan.
PUB DATE- Jul 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Conversational Language Courses; *Cultural Traits; Daily Living Skills; Dialogs (Language); Food; Government Role; Grammar; Health; *Interpersonal Communication; Interpersonal Competence; *Language Patterns; Monetary Systems; Number Systems; Proverbs; Second Language Instruction; Second Language Learning; Transportation; Uncommonly Taught Languages; Vocabulary Development; *Volunteer Training
IDENTIFIERS- *Peace Corps; Shopping; *Turkmen; Turkmenistan

This textbook is designed for use by Peace Corps volunteers learning Turkmen in preparation for serving in Turkmenistan. It takes a competency-based approach to language learning, focusing on specific tasks the learner will need to accomplish through language. Some competencies are related to work tasks and others to survival needs or social transactions. An introductory section gives basic information about Turkmen phonology, alphabet, and grammar. The instructional materials consist of lessons on 12 topics: personal identification; conversation with a host counterpart or family; food; transportation; getting and giving directions; shopping; general interpersonal communication; medical and health issues; social situations; and workplace interactions. Each lesson contains related cultural notes and segments on a number of specific competencies. Each competency is accompanied by a dialogue in Turkmen, a vocabulary list, grammar and vocabulary notes, and in some cases, a proverb. Appended materials include English translations of the dialogues, word lists by category (the calendar, numbers, terms of relationship, forms of address, anatomy and health, school terminology), notes on verb conjugation, and a glossary of dialogue words. (MSE)

ED 358 744 FL 021 329

Mardis, Sherri L.
The Impact of Russian Enrichment in the Fourth Grade.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Awareness; Educational Objectives; Elementary School Students; *Enrichment Activities; *FLES; Grade 4; Instructional Effectiveness; Intermediate Grades; Interviews; *Introductory

Leadership; Literature Reviews; Postsecondary Education; *Program Development; Shared Resources and Services
IDENTIFIERS- *New England

This literature review focuses on the potential for creating a formal multi-state cooperative extension among New England land-grant universities and makes recommendations concerning the structure and operational characteristics of such a consortium. The review examines the following areas: interorganizational cooperation/collaboration; characteristics of an educational consortia; organization theory and collaboration; consortium management and coordination; the importance of institutional and administrative support; the compatibility of consortia in academia; the impacts on efficiency, costs savings; program quality; funding support for consortiums; and collaboration in the extension system. Also included is a list of conclusions resulting from the literature review about the cooperative extension system from which the importance of five guidelines are stressed: (1) clarity of consortium goals; (2) participants' perception of program; (3) program governance; (4) involvement and empowerment of the governing board; and (5) the importance of leadership. Contains a 40-item bibliography. (GLR)

ED 358 764 HE 026 490

Student Loan Program Simplification: Interim Recommendations. A Report to the Congress of the United States and the Secretary of Education.
PUB DATE- Apr 93
NOTE- 26p.; For related documents, see ED 357 695-696.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Change Strategies; *Efficiency; *Federal Aid; Federal Legislation; Federal Programs; Higher Education; Paying for College; Postsecondary Education; Program Administration; Program Effectiveness; Program Evaluation; *Program Improvement; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program

This advisory report investigates the possible simplification of the Federal Family Education Loan Program (FFELP) and considers the issue of federal direct lending. The evaluation indicates that complexity in the FFELP is due to multiple, overlapping loan programs with conflicting terms and conditions. Nonstandard policies, procedures, forms, and processes also plague the program, in addition to burdensome legislative and regulatory requirements. Thousands of parties in the process not linked by an adequate data or network infrastructure contribute to the complexity. The Advisory Committee charged with the FFELP evaluation recommends a radical restructuring of the program through consolidation of participants, creation of a single loan program with standard terms and conditions, and integration of the loan process into the existing Title IV delivery system. Further, this program must not require any interface with the prior FFELP beyond capture of default information and must remain a centralized, federal program with a minimal number of participants outside the educational institutions. Appendices include a breakdown of the recommendations for program simplification, and a list of the Committee members. (GLR)

ED 358 765 HE 026 491

Anderson, Terry; Ross, Gloria

Cirasa-Parish, Anne M.

Shaping Graduate Education's Future: Implications of Demographic Shifts for the Twenty-First Century. Demographic Trends and Innovations in Graduate Education.

PUB DATE- 12 Jun 93

NOTE- 38p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Higher Education (Ottawa, Ontario, Canada, June 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Admission (School); Adult Education; Continuing Education; *Delivery Systems; Demography; *Distance Education; *Enrollment; Evening Programs; Futures (of Society); Graduate Students; *Graduate Study; Higher Education; *Nontraditional Students; *Professional Continuing Education

IDENTIFIERS- Babson College MA; Boston University MA; California State University Bakersfield; California State University Sacramento; Harvard University MA; Lesley College MA; National Technological University; Purdue University IN; University of Phoenix AZ

In response to demographic changes and their impact on graduate higher education enrollment, universities are looking at innovative methods to increase enrollment, revise programs of study and improve instructional delivery systems. Institutions are attracting older adult students by altering admission policies, establishing adult student services offices, and offering course schedules that meed this population's need for flexibility. Executive education courses are one example of a service developed by institutions for a different population: managers and executives. Harvard Business School's Owner/President Management Program consists of three, 3-week sessions over 3 years. The demand for custom executive programs is rapidly growing. Graduate certificate programs are other educational program alternatives which focus on areas of specialized knowledge and are completed on a part-time basis. Distance education also serves the needs of diverse populations and utilizes the growth and sophistication of telecommunications technology. One example of world-wide distance education is the National Technological University which consist of a consortium of 29 universities and has developed a Management of Technology graduate program targeted at working professionals in industry with undergraduate technical degrees. Figures show estimated trends in master's and doctoral degree starts and completions from 1980 through about 2005. (Contains 24 references.) (JB)

ED 358 785 HE 026 516

Syverson, Peter D.; Welch, Stephen R.

Graduate Enrollment and Degrees: 1986 to 1991.

PUB DATE- Jun 93

NOTE- 77p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Citizenship; Degrees (Academic); *Enrollment; Enrollment Trends; Ethnicity; *Graduate Students; Graduate Study; Higher Education; School Surveys; Sex Differences; *Student Characteristics

This report presents a summary of the findings of the first 6

ED 358 805 HE 026 540

Constantinides, Janet C., Ed.
Wyoming/NAFSA Institute on Foreign TA Training. Working Papers. Volume II.
PUB DATE- Jul 88
NOTE- 187p.; For Volume I (1986), see HE 026 539.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Foreign Students; Graduate Students; Higher Education; Minimum Competency Testing; Postsecondary Education; Program Development; Student Evaluation; Student Subcultures; *Teacher Education; *Teaching Assistants; Teaching Methods; Workshops

This document presents some 20 papers on projects conducted by Foreign Teaching Assistant (FTA) participants in the areas of academic/pedagogical issues, cross-cultural issues, and testing issues. Papers are as follows: "The Testing and Evaluation of Foreign Teaching Assistants: Where Are We and Where Are We Going?" (Ralph Pat Barrett); "Screening Tests for Training Programs for Foreign Teaching Assistants: An Examination of Rationale" (Sally Brett); "FTA Tests and University Testing Policies" (Phil Johncock); "A Plan for Testing, Training, and Supervision of Foreign Associate Instructors at Indiana University-Bloomington" (Virginia S. Martin); "The Development of a Questionnaire to Determine the Effectiveness of the Foreign Associate Instructor Examination at Indiana University" (Susan Greer); "Cross-Cultural Considerations in Designing a Foreign TA Training Program" (Lynne A. McNamara); "Pre-departure TA Orientation Workshop in Taiwan" (Chen, Fu-Yen); "FTA Cross-cultural Communication Syllabus" (Jacque S. Behrens); "Integrating Campus and Community Resources into the Social Support Component of an FTA Training Program" (Lawrence H. Bell); "Writing Across Cultures: Cross-cultural Interaction in the Writing Class" (Bruce Leeds); "Questions to Guide Thinking about Pedagogy and Language in FTA Training" (Patricia Byrd); "Some Typical Problems in the Training of Chinese Teaching Assistants: Three Case Studies" (Erik E. Christy); "Focusing on Specifics: Strategies for Improving FTA Lectures" (Cindy Myers); "Oral Communication Training: A Bridge to Teaching Effectiveness" (Lorraine P. Sarhage); "Training Undergraduates to Help in FTA Training" (Peggy Allen Heidish); "Proposal for a University-wide TA Orientation Program" (Daryl Kinney); "The Organization of American Undergraduate Students to Foreign TAs: A Videotape Preparation Survey" (Rosslyn Smith); "Video Use in FTA Training Programs: A Survey" (Peter Lee); "The Language and Purpose of Questions in Teaching" (David Stewart); "Pronunciation, Grammar, and What Else?" (Darlene Larson); "The Teaching of Physics at the University Level" (Mary Anne Wieferich); and "Preliminary Bibliography: Discourse Strategies in Teaching University Biology, Chemistry, and Engineering" (Rosslyn Smith). (GLR)

ED 358 806 HE 026 541

Chance, William
Keeping Score: Direct Student Lending. An Evaluation Prepared for the Iowa College Student Aid Commission and the Iowa Student Loan Liquidity Corporation.
SPONS. AGENCY- Iowa Coll. Student Aid Commission, Des Moines.; Iowa Student Loan Liquidity Corp., Des Moines.
PUB DATE- Apr 93
NOTE- 49p.

school. Seven figures and two tables present study findings. (Contains 21 references.) (SLD)

ED 358 823 IR 016 103

Hudson, Judith; Turek, Kathleen A.
Electronic Access to Research on Women: A Short Guide.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Networks; Databases; Data Collection; Electronic Mail; Feminism; Higher Education; Information Networks; Information Retrieval; Library Materials; Online Systems; Primary Sources; Reference Materials; Research Methodology; *Research Tools; Resource Materials; *Womens Studies
IDENTIFIERS- BITNET; *Internet; *Listserv Discussion Groups

Electronic access to research on women is available in a variety of forms, from both primary and secondary sources. Both types of sources are growing dramatically in number and scope. This guide provides information on resources directly available to the researcher through electronic communications media. It includes enough technical information to get the user started. The use of electronic mail (e-mail) provides access to research and greatly facilitates the research process. Two communications networks frequently used by academic institutions and researchers are BITNET and the Internet. Suggestions for using these and e-mail are given. A list is provided of computer discussion groups (facilitated by software known as Listserv) that may be of interest to researchers on women. Other tools that may be useful include news groups, different file distribution methods, Telnet, electronic conferencing, electronic journals, full-text databases, and numerical data sources. Secondary sources are briefly discussed. Researchers must be aware that the technology is developing so quickly that the guide is becoming out-of-date even as it is being written. (SLD)

ED 358 824 IR 016 104

Bromley, Hank
Do Cyborg Dreams Emancipate Sheep? (with Apologies to Philip K. Dick).
PUB DATE- Oct 92
NOTE- 9p.; Paper presented at the Bergamo Conference on Curriculum Theory and Practice (Dayton, OH, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Cybernetics; *Economic Factors; Economic Impact; *Educational Change; Educational Improvement; Educational Technology; Elementary Secondary Education; Futures (of Society); Popular Culture; Public Schools; *Social Control; *Technological Advancement
IDENTIFIERS- Channel One; *Cyborgs

A full investigation into how and why the expression of potential benefits of computers in schools is hindered would need to

Instruction; Cost Effectiveness; *Distance Education; *Educational Technology; Electronic Equipment; Elementary Secondary Education; Higher Education; Information Technology; Models; *Multimedia Instruction; *Technological Advancement; *Telecommunications; User Needs (Information)

IDENTIFIERS- ERIC Digests

The print-based model of distance education through correspondence continues to be used, but is being supplemented and, in some cases, replaced, by other media. A second generation of distance education in the 1960s and 1970s was characterized by reliance on open broadcasting, supported by correspondence instruction and print materials. A third generation has been characterized by teleconferencing systems, and society is now entering a fourth phase of development of distance education based on the integrated use of new developments in telecommunications and computing, characterized by the integrated use of remote study materials supported by computer-based multimedia teleconferencing. New technologies are ensuring that it will be possible to adapt to telecommunications-based communication easily and at acceptable cost. Research suggests that these new technologies are capable of delivering effective instruction. One potential benefit of the integrated networks is that they may be user-driven, with groups of students forming because of common interests and with instruction responding rapidly to the demands of society. (Contains 23 references.) (SLD)

ED 358 842 IR 054 435

Assessing the Public Broadcasting Needs of Minority and Diverse Audiences. Report of a Conference of The Aspen Institute's Communications and Society Program (Queenstown, Maryland, April 29-30, 1992).

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- 92

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Audience Analysis; Change Strategies; Cultural Awareness; Cultural Pluralism; Ethnic Bias; Illiteracy; *Intercultural Communication; Low Income Groups; *Minority Groups; Needs Assessment; Programing (Broadcast); *Public Television; Racial Bias; Racial Relations; User Needs (Information)

IDENTIFIERS- Corporation for Public Broadcasting; *Public Broadcasting

This report is part of the Corporation for Public Broadcasting's triennial assessment of the needs and interests of minority and diverse audiences, including ethnic minorities, recent immigrant groups, adults lacking basic reading skills, and people who use English as a second language. The assessment took the form of a conference which brought together various leaders and experts on the subject groups' needs as they pertain to public broadcasting. This publication consists of a five-part report of the meeting by Fred Guthrie, the meeting's rapporteur, and the following background papers: (1) "Public Broadcasting and the Native Americans" (W. Ron Allen); (2) "Background Statement on Minority Needs" (Ronald P. Andrade); (3) "The Challenge to Public Television Programming to Inform, Entertain, and Empower" (Gordon L. Berry); (4) "Background

Information System aims to provide state residents with the benefits of improved interlibrary cooperation and resource sharing through the increased capacity of the system and the application of developing information technologies and to provide residents with barrier-free access to information. These goals are governed by principles that assert that libraries must become gateways to information resources. Objectives are detailed for these goals, and specific tasks are described toward meeting the objectives. A timeline lists each of the 57 tasks with each estimated completion date. (SLD)

ED 358 861 IR 054 586

Oblinger, Diana
Understanding the Internet.
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *College Faculty; *Computer Networks; Foreign Countries; Higher Education; Information Dissemination; Information Networks; Information Services; Instructional Materials; Interprofessional Relationship; *Telecommunications; Training; *User Needs (Information)
IDENTIFIERS- File Transfer Protocol; *Internet; Networking

The Internet is an international network linking hundreds of smaller computer networks in North America, Europe, and Asia. Using the Internet, computer users can connect to a variety of computers with little effort or expense. The potential for use by college faculty is enormous. The largest problem faced by most users is understanding what such networks can provide. Some of the services presently available on the Internet are explained. The three main services are remote login, which lets one log in to remote computers; file transfer, which allows the movement of files between computers; and electronic mail. Suggestions are given for using each of these features. The Internet provides the ability for faculty to communicate with colleagues around the world and to access information for classroom presentations or research. (Contains 17 references.) (SLD)

ED 358 862 IR 054 587

New Hampshire School, Public, and State Library Programs Supporting the National Education Goals for the Year 2000.
PUB DATE- Feb 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; Citizenship Education; Drug Education; *Educational Objectives; Elementary Secondary Education; Futures (of Society); *Library Services; Literacy Education; Parent Education; Preschool Education; *Public Libraries; *School Libraries; School Readiness; *State Libraries; Technical Assistance
IDENTIFIERS- Automated Instructional Management Systems; *National Education Goals 1990; *New Hampshire

Planning; Community Colleges; *Educational Finance; Enrollment; Enrollment Trends; Faculty Development; *Institutional Characteristics; Institutional Mission; Mission Statements; Program Descriptions; *School Organization; *Self Evaluation (Groups); Student Characteristics; Teacher Characteristics; Two Year Colleges

IDENTIFIERS- *Richland Community College IL

Providing detailed information on Richland Community College (RCC), in Decatur, Illinois, this report reviews institutional planning, services, and assessment at the college and presents recommendations for improvement. The first chapter reviews the history of RCC, focusing on the college's accreditation history. The second chapter describes RCC's mission and purpose, highlighting the college's position regarding ethics and leadership, while the third reviews administration and governance, including the administrative structure, faculty and staff roles, and self-study procedures. Chapter four describes human resources, providing data on minority student enrollment for fiscal years 1991 and 1992 and on faculty and staff characteristics, while financial resources and services, such as funding sources, budget development, and the RCC Foundation, are considered in chapter five. Chapter six focuses on physical resources; chapter seven examines educational programs, such as the transfer program, technical and vocational programs, development/study assistance programs, and continuing education and community services; and chapter eight describes academic support services. Student development and services are reviewed in chapter nine, including advisement and placement, records, financial aid, job placement, and minority recruitment, while administrative support services are the focus of chapter ten. Finally, chapter eleven examines college assessment, highlighting student achievement data for 1989 through 1991, transfer data, program review, and extra-curricular activities; and chapter twelve presents the institutional plan, listing the 12 primary goals of the college. For each goal, a list of objectives to be achieved, a time frame, the position primarily responsible for the goal, and evaluation strategies are included. (PAA)

ED 358 880 JC 930 311

Flick-Hruska, Connie, Comp.; Blythe, Gretchen, Comp.

Disability Accommodation Handbook.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Sep 92

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accessibility (for Disabled); Acquired Immune Deficiency Syndrome; Classroom Environment; *Classroom Techniques; Community Colleges; *Disabilities; Handicap Identification; Hearing Impairments; Injuries; *Learning Disabilities; Mental Disorders; Perceptual Handicaps; *Physical Disabilities; Postsecondary Education; Special Needs Students; Speech Handicaps; Teacher Response; Teaching Methods; Two Year Colleges; Two Year College Students; Visual Impairments

Designed as a resource for two-year college faculty and staff working with students with disabilities, this handbook contains facts about various disabilities, practical suggestions for improving services, and resource points for further information. Following a brief introduction, legal implications "precollege" instruction, credit may skew the grade point averages for foreign students, and ESL is not language study and should not be rewarded since English is the "official language" at MC. Contains 25 references. (PAA)

ED 358 896   JC 930 330

Mellissinos, Melissa
Stratified Course Offerings: How Curriculum Structure Relates to Transfer.
PUB DATE- 19 May 93
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; *Articulation (Education); *College Curriculum; College Transfer Students; Community Colleges; Curriculum Evaluation; Curriculum Research; English (Second Language); Higher Education; *Remedial Programs; *Student Placement; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- AIR Forum; Center for the Study of Community Colleges CA; *Transfer Rates (College)

A study was conducted to examine relationships between community college transfer and curricula by analyzing course offerings at the remedial and advanced levels. The study analyzed the Center for the Study of Community Colleges' National Curriculum Database, containing data on 1991 liberal arts course offerings for 164 representative community colleges, as well as the National Transfer Assembly Database, containing 1991 transfer rates for 155 community colleges. Each recorded course was grouped by discipline and categorized as remedial (below college proficiency and not carrying college transfer credit), standard, or advanced (carrying a prerequisite in the same or related field as a condition for enrollment). Study findings included the following: (1) remedial course offerings accounted for 11% of liberal arts curricula in the community colleges; (2) two-thirds of the remedial courses were English offerings; (3) advanced course offerings accounted for about 21% of the liberal arts curricula, with humanities constituting the largest portion at 22%; (4) of schools that overlapped between the two databases, only one offered more than 40% of the curriculum at the remedial level, while seven schools offered more than 40% at the advanced level; (5) 37% of ESL classes were offered at the advanced level and 63% were standard; (6) pre-collegiate, freshman, and sophomore stratifications in the curriculum were unrelated to transfer; and (7) neither advanced course offerings nor articulation agreements alone appeared to strengthen the transfer function. A review of the literature on developmental education, the community college sophomore curriculum, transfer, and articulation is included. Contains 14 references. (MAB)

ED 358 897   JC 930 331

Hermanson, Dean R.
A Revalidation of Dunlap's Survey To Determine the Profile and Critical Issues of Lower Division Branch Campuses of Four-Year Institutions.
PUB DATE- 93

"Unpopular Children"; (3) "Kindergarten: Producing Early Failure?"; (4) "Reading Problems: Is Quick Recovery Possible?"; (5) "Cooperative Learning: Making It Work"; (6) "What To Do about Homework"; (7) "Is There Life after High School? Developing Apprenticeship in America"; (8) "Girls at 11: An Interview with Carol Gilligan"; (9) "Why Kids Give Up on School--And What Teachers Can Do about It"; and (10) "Girls: Drawbacks of Early Success?" (MM)

ED 358 913 PS 021 070

SHRM Work & Family Survey Report, 1992.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Day Care; Disabilities; Employer Attitudes; *Employer Supported Day Care; *Employment Practices; *Employment Problems; National Surveys; Needs Assessment; Older Adults; *Personnel Directors; Personnel Management; Trend Analysis
IDENTIFIERS- Family Work Relationship

In March 1992, a random sample of 5,600 human resource professionals was selected from the membership of the Society for Human Resource Management (SHRM) and surveyed regarding family issues in the workplace. Respondents were asked to provide information on the size and other characteristics of their organization and workplace practices, and were surveyed about issues concerning child care and care of elder and disabled family members. The study replicated a 1988 survey to identify important trends in family-related workplace issues over the past 4 years. Study findings, based on an 18% response rate (n=1,004), included the following: (1) 29% of the organizations represented were providing child care services, up from 10% in 1988; (2) while 45% of companies with more than 5,000 employees provided child care, only 11% of those with fewer than 100 employees did so; (3) 13% of the companies were currently providing elder care, 17% were currently exploring the need for elder care, and 64% were not involved; (4) 14% were currently providing care for disabled family members, 13% were exploring the possibility, and 68% were not involved; (5) child care was the most commonly cited cause of workplace problems, resulting in absenteeism, tardiness, scheduling problems, and reluctance to travel; and (6) the most common obstacles to implementing child, elder, and disabled care were expense, liability, complexity, and lack of employer interest. (AC)

ED 358 914 PS 021 226

McLaughlin, Megan E.
Welfare Reform: Implications for the Black Child.
PUB DATE- 18 Sep 92
NOTE- 22p.; Paper presented at the National Black Child Development Institute Annual Conference (21st, Washington, DC, September 18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Child Welfare; Employment Programs; *Federal Legislation; *Policy Formation; Public Opinion; Social

LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Cognitive Development; Cognitive Processes; *Individual Development; *Memory; Preadolescents; Young Adults; *Young Children
IDENTIFIERS- *Frequency Memory; Presentation Mode

Two experiments tested Hasher and Zacks' (1984) age-invariance hypothesis of frequency memory, which proposed that frequency memory is fully developed when a minimal level of physiological maturation is reached (by two or three years of age). Participating in the first experiment were 24 subjects at each of three ages: 8 years, 11 years, and young adults. In the second experiment, there were 24 subjects at each of 4 ages: 6 years, 8 years, 11 years, and young adults. In both studies, children and adults heard atypical action statements, presented as many as seven times, either in list format or embedded in script-like stories. In the first experiment, frequency estimates were higher for actions presented in list format, and age differences were found between 8- and 11-year-old children and adults. In the second experiment, frequency estimates were unaffected by the presentation format, and age differences were found only between 6-year-old children and adults. Results from both experiments suggests that frequency memory is fully developed by 6 years of age. Overall, results supported the age-invariance hypothesis and provided novel support for the Script-Pointer-Plus-Tag theory of script memory. (MM)

ED 358 932 PS 021 448

Denham, Susanne A.; And Others
Preschoolers' Understanding of Parents' Emotions: Implications for Emotional Competence.
PUB DATE- Mar 93
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993). For a related paper, see PS 021 449.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Child Behavior; *Emotional Development; *Parent Child Relationship; *Preschool Children; Preschool Education; Pretend Play
IDENTIFIERS- Child Responsiveness

This study investigated preschoolers' understanding of three parental emotions: happiness, sadness, and anger. The study also examined relationships of these understandings to preschoolers' emotional competence. Subjects, 70 children with a mean age of 55 months, were presented with a dollhouse and were encouraged to imagine that the dollhouse family was their own family. Using the context of pretend play, experimenters posed questions to the children (e.g. "Show me how you know that Daddy is angry...what happens?" or "Can you make Mommy feel better?"). By manipulating the dolls, children responded to the questions. All verbalizations were transcribed, and narrative records of nonverbal behaviors were coded from videotape. Teachers rated children on empathy and positive peer relations, peer competence, and aggression. Children also participated in a play session in which a familiar adult displayed emotions (sadness, anger, and pain). Children's behavioral reactions and facial expressiveness were coded.

LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Family Environment; Females; Males; Play; *Preschool Children; Preschool Education; *Sex Differences; Social Influences; *Spatial Ability; Verbal Ability
IDENTIFIERS- *Activity Preferences; Childhood Experiences; *Daily Activities

Focusing on activity preferences at home rather than activity preferences in nursery school, this study examined the relationship between preschoolers' daily activities and spatial abilities. Parents of 52 preschoolers recorded their children's home activities for 7 days. Children were given three measures of spatial ability and one vocabulary measure. Activities were categorized as being spatial, non-spatial, or undetermined, and as masculine, feminine, or neutral. Results indicated a positive relation between neutral activities (e.g. art activities, board games, swimming) and a composite spatial score for both boys and girls. Results also showed a negative relation between masculine activities (e.g. playing with action figures, playing ball, vehicles, and sports) and the composite spatial score for girls. No relation was found between spatial ability and spatial activities, and no differences were found between boys and girls on measures of spatial and verbal ability. However, boys did participate more in spatial activities. Sociocultural influences on spatial ability may be more important in explaining within-sex than between-sex variation. (Author/MM)

ED 358 952 PS 021 476

Sepkoski, Carol M.; And Others
Predicting Developmental Delay from Cry Analysis in Preterm Infants.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Mar 93
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Child Development; Comparative Analysis; *Crying; Early Intervention; *Infant Behavior; *Predictor Variables; *Premature Infants
IDENTIFIERS- Developmental Delays

This study examined whether cry acoustics enhance the prediction of developmental outcome in preterm infants, after accounting for medical and social variables. Selection criteria for 149 preterm subjects included being born at less than 35 weeks gestational age and less than 1,500 grams; for 25 term subjects, selection criteria included being born healthy at term age (38 to 41 weeks gestational age). At 40 weeks gestational age, both during and following a neurobehavioral examination, cries were elicited with a painful heel flick when infants were supine and awake. Cries were recorded for 30 seconds using standardized procedures, and 10 acoustical variables were measured using the Cry Research, Inc. (CRI) computer-aided automated cry analysis system. At 30 months, infants were administered the McCarthy Scales of Children's Abilities or the Bayley Scales of Infant Development. Results

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Dayton-Hudson Foundation, Minneapolis, MN.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Primerica Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Responsibility; Child Caregivers; Child Welfare; *Day Care; Day Care Effects; *Educational Quality; Financial Support; *Government Role; *Preschool Education
IDENTIFIERS- *Child Care Costs; *Child Care Needs; Employer Role; Quality Early Childhood Care Model

This book presents a comprehensive collection of information concerning different forms of child care, the quality and availability of care, the functioning of the child care market, and programs that the government uses to support this market. Following an introduction that outlines the negative consequences of splitting education and child care, chapter 1 of the book explains why child care issues are important and describes some demographic trends that will increase the demand for child care. Chapter 2 discusses the current state of the child care system and its biggest problems, ranging from the difficulties parents face in finding child care to the poor information available on child care options. The benefits that child care, particularly high-quality care, can bring to business, parents, children, and society are discussed in chapter 3. Chapter 4 explores the cost of providing higher quality child care and the choices that this cost requires, and Chapter 5 explores the private and public sector responses to child care problems, as well as the public's ambivalence toward child care. Chapter 6 presents suggested guidelines for the Quality Early Childhood Model, which includes (1) a network of programs that emphasize both care and education; (2) community-based child and family resource centers; and (3) a community-wide leadership group that would help weave together existing programs and expand them where needed. (MM)

ED 358 972 PS 021 695

Subject Matter Assessment of Prospective Elementary School Teachers. Report of the California State University Workgroup on Assessment of Prospective Elementary School Teachers (Irvine, California, November 30-December 1, 1987). Resource Guide.
PUB DATE- Apr 88
NOTE- 56p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; Assessment Centers (Personnel); Competency Based Teacher Education; Educational Assessment; Elementary Education; *Elementary School Teachers; *General

handicaps. This workshop was typical of "categorical" workshops that were established during this time to serve people with particular disabilities. Many workshops were private non-profit organizations, and almost no workshops were fully funded by public or private sources. Rural community sheltered workshops that have operated for over 20 years have changed and are now more likely to resemble a small business than a rehabilitation facility. Many facilities are involved in service contracts related to collating, mailing, packaging, labeling, and maid/janitorial services. Many employees or clients of today's workshops transitioned from school without the benefits of a free and appropriate education (mandated under PL-94-142, the Individuals with Disabilities Education Act) and program options such as vocational education. One southeastern rural state has developed well managed and innovative community sheltered workshops. This state has 29 workshops that serve over 2,000 individuals. The shops recently reported $5.25 million in annual sales of goods and services and placed 8 percent of their employees or clients in competitive employment. Only 13 percent of their budgets come from state dollars, leaving 87 percent to be raised by contracts, sales, and services. This paper suggests that rural community or regional workshops should be evaluated in three major areas: the workshop as a business, service to potential employers, and service to employees and clients. (LP)

ED 358 989   RC 019 162

Fitzgerald, Doris F.; Bloodsworth, Gaston
Using Multicultural Education To Enhance the Self Worth of Rural At-Risk Students.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; Educational Strategies; *High Risk Students; *Integrated Curriculum; Language Arts; Models; *Multicultural Education; Rural Education; *Rural Youth; Secondary Education; Secondary School Students; *Self Concept; Social Studies; Theories

This paper discusses the use of multicultural materials from an integrated social studies and language arts curriculum to enhance the self-worth of rural at-risk students. The premise is that the use of this model will strengthen the positive correlation between self-concept and school achievement, thereby reducing risk factors. Theories of self-concept that support a multicultural approach include those of Carl Rogers, Abraham Maslow, and Combs and Snygg. The basic characteristics of at-risk students are outlined, including poor socioeconomic class; residence in small, rural communities; poor family relationships; little or no parental involvement in education; and problems at school. Minority students also must deal with factors unique to their minority status. This paper suggests that the most positive approach to multicultural education is to teach a true common-culture curriculum that includes the contributions of minorities and other cultures, with special attention being paid to cultures of the student population. Suggestions for implementing a cooperative learning approach include allowing for interaction and hands-on activities in

(ED), Washington, DC.
PUB DATE- 93
NOTE- 14p.; For earlier compilations in this series, see ED 329 382 and ED 332 861.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; *Child Development; *Child Rearing; Early Childhood Education; Elementary Secondary Education; *High Risk Students; Homework; *Parent Materials; Parent School Relationship; *Parent Student Relationship; Social Bias; Social Support Groups; Special Needs Students

This document contains English and Spanish versions of six one-page reports for parents. Each brief provides background, suggestions, and sources of further information on educational and child-rearing topics of common interest to parents. Titles are: "The Best and Worst of Times: Support Groups Help" ("Los tiempos mejores y peores: Los grupos apoyadores pueden ayudar"); "Moral Development in Children" ("Ser carinoso es un proyecto familiar"); "Homework: How Parents Can Help" ("Las tareas escolares: Como los padres pueden ayudar"); "Every Child Needs a Champion" ("Cada nino necesita un campeon"); "Accounting for Prejudice: It Doesn't Add Up" ("Justificar el prejuicio: Es que no es justo"); and "The Wizards of Odds: Kids Who Overcome Risks" ("Los ninos superheroes: Triunfando de obstaculos"). (SV)

ED 359 008 RC 019 210

Wesson, Linda Hampton; Grady, Marilyn L.
A Comparative Analysis of Women Superintendents in Rural and Urban Settings.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Educational Change; *Educational Trends; Elementary Secondary Education; *Job Satisfaction; Job Skills; *Leadership Qualities; Rural Schools; Rural Urban Differences; *Superintendents; Urban Schools; *Women Administrators

This paper reports on the leadership qualities of rural and urban women superintendents. Telephone interviews with 51 randomly selected female superintendents in 29 states examined perceived sources of job satisfaction, the benefits accrued on the job, sense of self-fulfillment in the workplace, and personal strengths. The most frequent responses in relation to job satisfaction were making a difference, initiating change, providing direction, meeting children's needs, having control, and working with people. The most frequently mentioned benefits associated with being a superintendent were working with people, achieving a career goal, opportunity for growth, gaining skills, enjoying the job, enjoying a variety of work, and enjoying financial benefits. Two-thirds of respondents associated a great deal of self-fulfillment with being a superintendent. When asked to identify their strengths as superintendents, respondents noted skills in working with

Mathematics Education; Mathematics Instruction; *Mathematics Skills; Measurement; *Minimum Competencies; Probability; Problem Solving; Program Evaluation; State Curriculum Guides; State Departments of Education; State School District Relationship; *State Standards
IDENTIFIERS- *Ohio; Patterns (Mathematics)

In 1983, the Ohio State Board of Education responded to the public's expectations for schools by adopting minimum standards requiring competency-based education in mathematics on a 5-year cycle, of each school district's competency-based education program; and to publish an annual report on competency-based education in Ohio. This document is the State Board of Education's response to that mandate. The document is separated into seven sections. The introduction discusses the notions of the model curriculum, performance objectives, approaches to assessment, suggested intervention services, reporting requirements, on-site evaluations, and the required annual report. This is followed by a brief statement of philosophy. The third section presents curriculum strands from kindergarten to grade 12 in the following content areas: (1) patterns, relations, and functions; (2) problem solving strategies; (3) numbers and number relations; (4) geometry; (5) algebra; (6) measurement; (7) estimation and mental computation; and (8) data analysis and probability. The fourth section lists the subject objectives listed by strands in the previous section by grade level from kindergarten through grade 8, and by course for grades nine through twelve. The fifth section describes the performance objectives including categories, critical objectives, and performance objectives for the ninth grade proficiency test. The sixth section discusses suggested intervention services, and the last section discusses the development of standardized tests to measure compliance with the competencies. (MDH)

ED 359 025 SE 052 874

Traditional and Nontraditional Sources of Future Research Scientists. Hearing before the Subcommittee on Investigation and Oversight of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 11 Jul 91
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Demand Occupations; Employment Projections; Federal Legislation; Federal Programs; Higher Education; *Human Resources; *Minority Groups; *Recruitment; *Researchers; Science and Society; Science Careers; *Scientists; *Small Colleges
IDENTIFIERS- *Project Kaleidoscope; Women in Science

This document presents a transcript of the hearing to examine undergraduate science education in relation to the traditional and nontraditional sources of future research scientists. Two specific aspects of the topic were identified for examination: (1) successful methods of science education employed at small liberal arts schools; and (2) what can be done to increase participation of underrepresented groups in science. The Subcommittee heard testimony from 10 witnesses representing small colleges successful in producing mathematics and science majors and in increasing the participation of underrepresented groups in science. Testimony: (1) highlighted aspects of the Project Kaleidoscope report; (2) pointed out the poor state of

Internet/BITNET, and ERIC OnLine), and (5) getting involved in computer networking. (PR)

ED 359 045 SE 053 451

Kubota, Carole
Education-Business Partnerships: Scientific Work Experience Programs. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; *Corporate Support; Elementary School Science; Elementary Secondary Education; Higher Education; Industry; *Inservice Teacher Education; *Partnerships in Education; Private Sector; *Professional Development; *School Business Relationship; *School Support; Science Curriculum; *Science Education; Science Teachers; Secondary School Science; Teaching Methods
IDENTIFIERS- ERIC Digests

Renewed interest in public schools by the private sector led to the idea of "partnerships" between education and business. This digest focuses on partnerships where businesses, government agencies, or university laboratories employ teachers during the summer months as a form of professional development and on the subsequent outcomes that appear to directly affect the ways teachers teach. This document provides details of the Industry Initiatives for Science and Math Education program, which was founded in 1985 by a consortium of San Francisco Bay Area companies and government laboratories in a partnership with the Lawrence Hall of Science. From evaluations of the results of scientific work experience partnerships, teachers reported the following benefits: (1) using new teaching strategies, (2) introducing more updated content into the curriculum, (3) increasing the use of computers, (4) seeking ways to work with other teachers and maintaining connections to the business in which they worked, (5) adding career information to the curriculum, (6) gaining self-esteem, and (7) affirming their decisions to become teachers. (Contains 19 references.) (PR)

ED 359 046 SE 053 465

Horton, Robert L.; Hanes, Susan
Philosophical Considerations for Curriculum Development in Environmental Education. The Environmental Outlook: An Informational Bulletin from ERIC/CSMEE.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Change; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Environmental Education; Epistemology; Interdisciplinary Approach; *Metaphors; *Models; Teaching Methods

NOTE- 189p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Assessment; Elementary Education; Elementary School Science; Measurement; *Measures (Individuals); Observation; Program Evaluation; Science Curriculum; *Science Education; Science Tests; Scientific Principles; Student Evaluation; Test Construction; Testing; Tests

IDENTIFIERS- Science Process Skills

While the 1960s and 1970s came to be known as the era of curriculum development in science, it appears that the 1980s and the 1990s will be known as the time of curriculum development with strengthened attention to implementation and evaluation. This book examines the assessment of elementary school science and provides numerous examples of assessment items. Sections in Chapter 1, "Assessing Science in the Elementary School," include "Reasons for Assessing Science Learning," "Basic Kinds of Information Teachers Need," "Methods of Collecting Information for Assessment," and "Using Information to Find Answers That Fit the Original Purpose." Sections in Chapter 2, "Assessing Science Process Skills," include The Department of Processing Abilities; Assessing the Processes of Science; Using Scientific Equipment; Observing; Classifying; Using Symbols; and Predicting. Chapter 3 and Chapter 4 present detailed information on assessing concepts and problem solving. Chapter 5 is entitled "Methods of Collecting Information: How to Develop Your Own Assessment Instrument" and Chapter 6 addresses "Using the Information Gathered." (Contains 37 references.) (PR)

ED 359 067 SE 053 640

Heimlich, Joe E.; Puglisi, Dawn D.

Finding Funding for Environmental Education Efforts. ERIC/CSMEE Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Donors; *Educational Finance; Elementary Secondary Education; *Environmental Education; *Financial Support; Foundation Programs; *Fund Raising; *Grants; Program Proposals; *Proposal Writing; State Federal Aid

IDENTIFIERS- *Environmental Education Programs; ERIC Digests; Gifts

Funds are not always available to finance environmental education efforts in communities and schools. This digest highlights steps for identifying potential sources for funding and how to apply for those funds. Two sources of monetary awards to groups and individuals are grants and gifts. Four steps to identify potential donors and apply for support are given: (1) define the objectives of your project; (2) search for funding sources; (3) select sources that fit your project by considering timelines for proposal submission, interests of the foundation,

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; *Demography; Ethnic Distribution; Ethnic Groups; *Futures (of Society); Population Distribution; *Population Trends; Social Change; Social Influences; *Social Problems; Social Science Research; *Sociocultural Patterns

This paper uses data from the 1990 census to investigate changes in demography that are very likely to occur between 1990 and 2010. The paper begins by examining changes that occurred in the United States between 1980 and 1990. Some overall growth rates for various racial and ethnic groups are examined, as well as growth rates for different regions of the United States. Data on how population changes affected congressional representation, prisoners and dropouts, and shifts in families and households also are included. Among the trends likely to occur between 1990 and 2010 is that populations of minority youth increasingly will become concentrated in a small number of states. The next section of the paper examines the implications of these trends for education and jobs. A major issue to be considered is the relationship between the inner-city and the surrounding suburbs and which political and social problems will be addressed and solved. The paper concludes by offering a scenario for the next two decades based on current demographic trends. A 14-item list of the sources used in this report is included, as is an appendix in the form of a table: Total Children Under Age 18 and Minority Youth As a Percent of the Total Youth Population by State, 1990 and Projections for 2000 and 2010. (DB)

ED 359 088 SO 022 608

Lynn, Karen
Teacher Use of Turkish Art To Motivate and Enlighten Elementary Level Students in Social Studies Reading and Research.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Elementary Education; *Elementary School Students; Foreign Countries; Foreign Culture; *History Instruction; Learning Activities; Multicultural Education; Social Studies; Student Projects; Student Research; *Teaching Methods; World History
IDENTIFIERS- *Turkey

This activity is designed for use in connection with the study of Turkish history by elementary school students. The activity utilizes Turkish art to stimulate students to create their own written interpretations of history. The particular work of art studied is "Miniature with a Cat Design," from the collection of the Topkapi Museum in Istanbul. These materials include information about the activity for teachers, goals and objectives, general overview and procedures, as well as an example of a student-created work (third-grade level). (DB)

ED 359 089 SO 022 705

Banya, Kingsley
Multicultural Education: An International Perspective.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English

Bernson, Mary Hammond; Goolian, Betsy
Modern Japan: An Idea Book for K-12 Teachers. Revised.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 92
NOTE- 117p.; Revision of a 1984 publication published by the Washington State Office of the Superintendent of Public Instruction.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Elementary Secondary Education; Foreign Countries; Games; *Learning Activities; Multicultural Education; Music Education; *Social Studies; Teaching Guides; Teaching Methods; Visual Arts; Writing Skills
IDENTIFIERS- Global Education; *Japan

This collection of supplementary lessons about Japan is organized into four sections: writing skills; visual arts; games, music, and other arts; and social studies. Each lesson lists appropriate grade level, objective, materials needed, time required, and procedure. The following titles from each section are representative of the lessons: Writing Skills: Descriptive writing, Writing Japanese stories, Hiroshima--introduction to a unit; Visual Arts: Duruma-San, Kokeshi dolls, What is a Japanese family crest?; Games, Music and Other Arts: National anthem of Japan, Japanese folktales; Social Studies: Geography of Japan, Ethnocentrism, Washington's trade with Japan. This guide also includes tips on Japanese pronunciation and a list of selected resources for teaching about Japan. (DB)

ED 359 111 SO 022 936

Brennan, Dennis C.; Banaszak, Ronald A.
A Study of State Mandates and Competencies for Economics Instruction and Their Correlation to "Our Economy: How It Works."
SPONS. AGENCY- Foundation for Teaching Economics, San Francisco, Calif.
PUB DATE- 81
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economics Education; Educational Assessment; Educational Research; Elementary Secondary Education; National Norms; National Surveys; *State Standards; *Textbook Research
IDENTIFIERS- *Our Economy How It Works

This report presents the findings of a project whose purpose was to conduct a complete survey of the various states to determine the existence and content of state mandates and competency statements as they relate to economic literacy, and more specifically, how "Our Economy: How It Works," meets these mandates and competency statements. "Our Economy: How It Works," authored by Elmer U. Clawson and published by Addison-Wesley Publishing Company, is described as an innovative junior high school level economics text. The book uses case studies to introduce economic concepts in a style that can easily be understood by students. It was the belief that data on state mandates and competencies would have utility for further dissemination and revisions of "Our Economy," and also would be of interest to all those concerned with improving economic literacy in the nation's schools. The data collection procedure involved surveying the 50 state departments of education to

DESCRIPTORS- Constitutional History; *Constitutional Law; *History Instruction; Secondary Education; Social Studies; *Textbook Bias; Textbook Content; *Textbook Evaluation; United States Government (Course)
IDENTIFIERS- Bill of Rights; *Gun Control; *Second Amendment

This report contends that most U.S. history and government textbooks give only cursory attention to the Second Amendment "...the right of the people to keep and bear arms..." to the U.S. Constitution, and most endorse a particular political view of the amendment, rather than providing the necessary background for an informed political discussion of gun control. The report begins by summarizing court decisions on the Second Amendment and then provides examples of what students are being taught about the Second Amendment based on a review of 40 leading U.S. history and civics textbooks. Three appendices are included: (1) Court Decisions Supporting "Militia" Interpretation of the Second Amendment; (2) Review of Textbook Discussions of the Second Amendment; and (3) Excerpts From Textbooks Reviewed. (DB)

ED 359 134 SO 023 181

The Indigenous People of Central America. Focus: The Pipils of El Salvador.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Area Studies; Cross Cultural Studies; Cultural Influences; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Indigenous Populations; *Instructional Materials; Teaching Methods; World History
IDENTIFIERS- *Central America; El Salvador; Global Education; Guatemala

This issue focuses on the historical and contemporary reality of the indigenous Pipils native group of El Salvador. This information is presented to help Salvadoran students living in the United States and their classmates learn about the history of the Salvadoran people. Spanish excerpts are included. This serial is put forth by the Network of Educators on the Americas, whose mission is "to work with school communities to develop and promote pedagogies, resources, and cross-cultural understanding for social and economic justice in the Americas." (DB)

ED 359 135 SO 023 182

Csapo, Beno
Students' Opinions about the Changes in the Educational System.
PUB DATE- 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (11th, Minneapolis, MN, July 2-6, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Research; Foreign Countries; Foreign Culture; Grade 11; High Schools; High School Students; *Parent Attitudes; Political Influences; *Social Change; *Student Attitudes
IDENTIFIERS- *Europe (Central); *Hungary

The change of the political system in Hungary stimulates a great know? (2) what academic, professional, and practical experiences should be provided? and (3) what are the most efficacious relationships between a Faculty of Education, other faculties and schools in the University, other institutions of postsecondary education, and the school system? A proposal is presented which articulates the goals or outcomes that a new program of teacher education must achieve, the curriculum content and the process which should characterize it, the admission strategy which should serve it, and the delivery modalities and institutional relationships which should enable its effective implementation. The task force recommends a program which consists of three major components: liberal arts or general studies; specialized subject matter studies in areas appropriate for teaching; and pedagogical studies. Appendices, which comprise two-thirds of the report, provide a statement of issues related to initial teacher education programs; bachelor of education program regulations; admissions, regulations and recruitment--working group draft proposal; course titles and descriptions; special consideration admissions category for Aboriginals; partnership schools--draft policies and procedures; Program Stream Committee status reports; resource implications; and a list of submissions to the task force. (LL)

ED 359 155 SP 034 580

Abebe, Solomon; Wieczorek, Cheryl
Diversity as Creative Process: From Classroom Connections to Global Perspectives.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Role; Cultural Awareness; Cultural Interrelationships; Cultural Pluralism; Curriculum Design; Elementary Secondary Education; Ethnicity; *Family Role; *Family School Relationship; Global Approach; Models; *Multicultural Education; School Community Relationship; *School Role; *Student Role
IDENTIFIERS- *Diversity Concept

The model presented here is intended to help schools guide the growth of a learner's understanding of cultural diversity; it offers a perspective that allows educators to link the role of the school to the early formative experiences of family and local community, and it utilizes a curriculum responsive to the concerns of that community. The school becomes the site for the learner to come into contact with the similarities and differences within one's own family and community and creates a foundation through these contacts to explore an ever widening circle of relationships. These relationships and the influences of early experiences help to form the learner's self-image and image of the world. The school enlarges these influences, and finally, the learner, broadened by the school experience, returns to influence the community, state, and country. Consequently, the movement in the model begins with the learner and the family, moves outward as the learner enlarges his/her conceptions of society and community, and then moves inward, back to the local level. This outward-inward movement occurs many times as the learner matures and as the learner's experiential base expands and influences the value structure based in the family and immediate community. (Contains 25 references.) (Author/LL)

Clark, Dave
Teacher Evaluation: A Review of the Literature with Implications for Educators.
PUB DATE- 93
NOTE- 41p.; Seminar paper, California State University at Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluation Research; Evaluators; Futures (of Society); Literature Reviews; School Districts; Secondary School Teachers; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

In the spirit of education reform, this paper presents a literature review that provides a framework for discussing methods of teacher evaluation, their effectiveness in assessing what they purport to do, and the concern for better evaluation methods that can lead to improved teaching. The chief concerns addressed are what actually defines an effective teacher and how evaluators can accurately assess whether the teacher is meeting the criteria. Following a definition of terms, the following aspects of research outcomes are outlined under the headings: (1) A History of the Topic; (2) What Is an Effective Teacher?; (3) Teacher Evaluation (purposes); (4) Methods of Evaluation; and (5) What To Do with Evaluation Results. The paper concludes with the following recommendations: before states and school districts evaluate teachers they must evaluate the process at hand; districts and states must take a step back and assess their methods for evaluating teachers; and since evaluation methods as used by many states and districts have not been changed in the last 20 years, the suggestions and research outcomes as discussed in this paper should allow states and districts to move teacher evaluation into the 21st Century. (Contains 27 references.) (LL)

ED 359 175   SP 034 617

Irvin, Melva E., Ed.
Subject Matter Assessment of Prospective Physical Education Teachers. Report of the California State University Workgroup (San Francisco, California, May 10-12, 1990). Resource Guide.
PUB DATE- Nov 90
NOTE- 36p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 25-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assessment Centers (Personnel); Competency Based Teacher Education; Educational Assessment; Elementary Secondary Education; Higher Education; Models; Physical Education; *Physical Education Teachers; Preservice Teacher Education; State Standards; *Teacher Certification; *Teacher Evaluation; *Teaching Skills; Vocational Evaluation
IDENTIFIERS- *California; *College Teaching and Learning Collection

This publication is a guide to assessing the subject-matter propositional content of the main clauses (sentential "as" clauses.) "As" clauses, whether they seem to function as adnominal or sentential, should be regarded as adverbial clauses. (Contains 19 references.) (JP)

ED 358 723 FL 021 289

Naoi, Kazuhiro
Structure-Dependence in Second Language Acquisition.
PUB DATE- 89
NOTE- 14p.; In: Otsu, Yukio, Ed. MITA Working Papers in Psycholinguistics, Volume 2; see FL 021 283. Modified version of a paper originally read at the JACET convention (Keio University, September 1986).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Foreign Countries; Grade 9; High School Freshmen; *Linguistic Theory; *Second Language Learning; *Sentence Structure
IDENTIFIERS- Japanese Speaking; *Relative Clauses; *Universal Grammar

This study views structure-dependence as a Universal Grammar (UG) principle and explores how and why children are able to attain the target grammar, in this case, the subject-auxiliary inversion rule. The hypothesis was tested that second language (L2) acquisition is guided by UG. In other words, L2 learners also adopt the structure-dependent yes/no question formation rule as in L1 acquisition. Japanese learners of English in Grade 9 completed a training session in relative clause structure, were tested on recognition and use of relative clauses, and then were tested for their preference for structure-dependent versus structure-independent versions of the question formation rule. Seven of 11 subjects employed the structure-dependent rule, and three other subjects did not make structure-independent errors. Results support the hypothesis that L2 learners are guided by a UG principle in dealing with the yes/no question formation. (JP)

ED 358 724 FL 021 290

Terao, Yasushi
Units of Processing in Sentence Production: Evidence from Speech Errors.
PUB DATE- 89
NOTE- 22p.; In: Otsu, Yukio, Ed. MITA Working Papers in Psycholinguistics, Volume 2; see FL 021 283.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Encoding (Psychology); Error Analysis (Language); *Error Patterns; Foreign Countries; Japanese; *Language Processing; *Linguistic Theory; Models; *Speech Acts

This paper adopts the activation spreading theory to explore how lexical items are accessed. Approximately 3300 errors from both public sources and ordinary conversation in Japanese are analyzed. Analyses suggest that there are two types of environment in which contextual lexical errors occur, and that these two types of environment correspond to two types of processing units. Adjacent elements may be an important processing unit at the syntactic and phonological level. (JP)

ED 358 725 FL 021 292

Courses; Program Descriptions; Program Effectiveness; *Russian; *Second Language Learning; Urban Schools
IDENTIFIERS- *Charlottesville City School District VA

An evaluation of a foreign language experience program for fourth graders in an inner-city school is presented. First, an introductory section reviews literature on the rationale for and structure of foreign language programs in the elementary school. In the program, students learned about Russian foreign language and culture in a weekly 30-minute segment. The evaluation consisted of (1) interviews with the enrichment and Russian teachers concerning their goals, program content, and classroom techniques considered most effective; (2) interviews with the four classroom teachers involved; (3) interviews with a sample of students; and (4) analysis of this information to determine which activities had the most positive effect on students' attitudes toward foreign language learning. Results were consistent with other research on elementary school foreign language exposure. Students and classroom teachers found the most useful activities to be writing in Russian, singing an alphabet song, and having Russian names. The enrichment teacher's perceptions of effective activities did not match the students' or classroom teachers'. Progress was made toward meeting program goals, and it is suggested that participation of classroom teachers is useful. The interview questions for each group are appended. (MSE)

ED 358 745 FL 021 332

Murphy, M. Lynne
The Semantics of Pragmatic Markedness.
PUB DATE- 3 Apr 93
NOTE- 20p.; Revised version of a paper presented at the Annual Conference on Pragmatics and Language Learning (7th, April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *English; *Language Patterns; Linguistic Theory; *Pragmatics; *Semantics
IDENTIFIERS- *Markedness

A discussion of markedness in English questions the value of markedness theory in constructing explanatory models of linguistic meaning. It challenges the claim that pairs of terms in sentences are in a single type of relation (marked/unmarked) that accounts for all differences between the two terms, including differences in use in measure phrases, nominalization, and implications for "how" questions. Aspects of this issue discussed include the evolution of the concept of markedness, criteria for determining markedness, predictability of distribution of gradable adjectives, and problems with theories relying on markedness. Examples of how knowledge of the world affects the distribution of gradable adjectives are offered. It is concluded that the distributional patterns labeled "marked" and "unmarked" are often asymmetrical, too diverse to form monolithic categories, and too interesting not to try to account for in a more explanatory way, despite their complexity and variability. (MSE)

ED 358 746 FL 021 333

Ferroli, Lou; Krajenta, Marilyn
Validating a Spanish Developmental Spelling Test.
PUB DATE- 93

Earning College Credit for Your Peace Corps Service.
PUB DATE- Aug 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Credits; Degrees (Academic); Equivalency Tests; *Experiential Learning; Graduate Study; Higher Education; *Learning Experience; *Portfolios (Background Materials); Undergraduate Study; Work Experience
IDENTIFIERS- *Peace Corps

This guide offers suggestions to Peace Corps returnees for getting college credit for Peace Corps service in the context of how prior learning (experiential learning) relates to mainstream academics. It offers a set of writing exercises to help the ex-volunteer evaluate his/her Peace Corps service. It gives suggestions for putting together a portfolio to document what the volunteer has learned. In addition, the guide discusses acquiring credit towards an academic degree and how much credit the Peace Corps experience might be worth. Appendices contain sample pages from a portfolio which was used in applying for credits in sociology and additional information on assessment of college-level knowledge acquired through Peace Corps work by means of the College Level Examination Program. Contains a 17-item bibliography. (GLR)

ED 358 766 HE 026 492

Presley, Cheryl A.; And Others
Alcohol and Drugs on American College Campuses. Use, Consequences, and Perceptions of the Campus Environment. Volume I: 1989-91.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 110p.; For a related document, see ED 350 931.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *Drinking; Educational Environment; Federal Legislation; Higher Education; Longitudinal Studies; National Surveys; Prevention; School Policy; Sociocultural Patterns; *Student Attitudes
IDENTIFIERS- Core Alcohol and Drug Survey; Drug Free Schools and Communities Act 1986

In response to the Drug-Free Schools and Communities Act of 1986, a national study of alcohol use on college campuses was undertaken from 1989 to 1991. The study used the Core Alcohol and Drug Survey which was administered to students at 56 four-year institutions and at 22 two-year institutions for a total student count of 58,625. Analysis of the data produced findings such as the following: (1) alcohol, tobacco, and marijuana (in that order) were the most widely used drugs on campuses; (2) 5 times as many males as females consumed 21 or more drinks per week; (3) in four-year institutions, 1 in 10 students consumed 16 or more drinks per week; (4) overall, more than one-third of the students preferred an alcohol-free environment and 87 percent preferred a drug-free environment; (5) more students at two-year institutions used cocaine than students at four-year institutions; (6) at both two- and four-year institutions, the heaviest drinkers obtained the lowest grades, especially among male students at four-year institutions; and (7) twice as many males as females reported binge drinking three or four times years of a survey of graduate enrollment in 588 institutions in the United States. The enrollment survey was mailed each year to the approximately 630 institutions who are members of the Council of Graduate Schools or one of the four regional graduate associations. The tables and accompanying analyses are divided into two chapters. Chapter 1 highlights the results of the fall 1991 survey, including a profile of graduate enrollment for each of the four regional associations. The second chapter describes trends in graduate enrollment and degrees over the 1986 to 1991 period. Analysis indicates that graduate enrollment has increased an average of 2 percent per year between 1986 and 1991, that numbers of women increased slightly faster than numbers of men, and that health sciences, public administration, and the humanities and arts exhibited the greatest average enrollment growth. A feature of the report is the subdividing of doctoral institutions into two categories, Research I (Carnegie Classification system) and Doctorate-Granting (all other institutions granting the doctorate). The 1991 taxonomy now includes the biological sciences and health sciences as separate fields. Appendixes contain a copy of the survey questionnaire, a taxonomy display, and methodological information. (JB)

ED 358 786 HE 026 517

Syverson, Peter D.; Welch, Stephen R.
A Profile of CGS Institutions, 1991. A Comparative Listing of CGS Members by Graduate Enrollment and Degrees Conferred.
PUB DATE- Jun 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Doctoral Degrees; *Enrollment; Full Time Students; *Graduate Students; Higher Education; *Institutional Characteristics; Masters Degrees; Part Time Students; School Surveys; Sex Differences; *Universities

This publication presents information on graduate enrollment by gender, enrollment status and total graduate degrees awarded for Council of Graduate School member institutions participating in a 1991 survey. The Enrollment Survey is mailed each year to the approximately 650 institutions that are members of the Council of Graduate Schools or of one of the four affiliated regional graduate associations. Institutions are listed alphabetically. The graduate enrollment reported by each institutions for fall 1991 is shown, followed by the percentage distribution by gender and enrollment status. Finally the number of master's and or doctoral degrees granted in academic year 1990-91 is given. A summary table of total graduate enrollment and degrees awarded for all institutions profiled is presented followed by a chart describing the distribution of the institutions by total graduate enrollment. Details on institution participation in the 1991 Survey, as well as a sample survey data sheet, are provided in two appendixes. (JB)

ED 358 787 HE 026 518

Tokarczyk, Michelle M., Ed.; Fay, Elizabeth A., Ed.
Working-Class Women in the Academy: Laborers in the Knowledge Factory.
PUB DATE- 93
NOTE- 344p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; Experimental Programs; *Feasibility Studies; Federal Programs; Guidelines; Higher Education; Loan Repayment; Paying for College; *Pilot Projects; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; *Iowa; Loan Programs

This paper provides recommendations for the development, implementation, and evaluation of a demonstration program designed to assess direct lending as a replacement for the current federal student loan program. It offers a list of principles which the demonstration project should address. Recommendations include: (1) maintenance of student accessibility to loans; (2) testing and evaluation procedures that include representatives of the present system; (3) the consideration of community service and income contingent repayment plans; (4) the need for the states to have an important role; and (5) proportionate student fee reductions reflecting cost savings. The concluding opinion of the report is that the proposed demonstration project should remain a pilot program until it can be demonstrated that direct lending is the better alternative. If that occurs conclusively at the end of the test period, and the operation of parallel systems is deemed impractical, the present system should be replaced and a transition into the new program completed. If the demonstration fails to show that direct lending is the more effective approach, then the present private-public partnership, exhibiting the modifications adopted during the demonstration period, should be continued. (Includes 95 endnotes.) (GLR)

ED 358 807 HE 026 542

Strategic Plan for Iowa Higher Education.
PUB DATE- Mar 93
NOTE- 39p.; For a related document, see HE 026 543.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; *Accountability; Community Colleges; Economic Impact; Educational Improvement; Educational Objectives; *Educational Planning; *Educational Quality; Fiscal Capacity; *Higher Education; *Long Range Planning; Mission Statements; Private Colleges; Public Colleges; State Universities; Strategic Planning
IDENTIFIERS- *Iowa

This report identifies issues and offers recommendations concerning the development of all three sectors of Iowa's higher education community (community colleges, independent colleges and universities, and regent colleges and universities). The report first outlines the educational environment within Iowa in terms of demographic, educational, economic, and fiscal factors. Next, the report states Iowa's commitment to higher education and presents its mission statement for the future in providing access and choice among higher education programs of preeminent quality. Strategic issues are identified in the areas of quality, accountability, sector roles/coordination, access/choice, resource management, and support of economic development, social, and cultural needs. For each area the report presents goals, objectives, and recommended strategies and the action plans needed to implement the strategy. Action plans are proposed which would create several task forces whose jobs it will be to fulfill objectives consider many aspects, but one point that should be considered is the ever-tightening integration of educational institutions into the global economy. Evidence of the accelerating assimilation of schools into the economy exists on many levels. Equating schooling with production of a labor force and involvement of the business community in educational policy are not new developments. Some innovations incorporating schools into the economy are quite novel, such as the contracting by private companies to operate public schools and the Channel One commercial news channel for school use. This economic influence on schooling is providing a context in which the introduction of computers into the schools is being played out in a way unlikely to realize their potential for educational improvement. Cybernetics, which is really about stability and adherence to present goals, is desirable in many cases in business, but less so in schools. Cyborgs, cybernetic organisms that represent the symbiosis of technology and biology, have been represented in fiction and films. Increasing social control through cybernetics may result in a view of the student as cyborg. In such circumstances, the beneficial use of computers in education is by no means guaranteed. (SLD)

ED 358 825   IR 016 105

Hearings on Reauthorization of the Office of Educational Research and Improvement (OERI). Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (March 17-18, 1992).
PUB DATE- Mar 92
NOTE- 169p.; Serial No. 102-114.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Early Childhood Education; Educational Finance; Educational Improvement; *Educational Research; Elementary Secondary Education; Federal Government; *Federal Legislation; *Financial Support; *Government Role; Hearings; Higher Education; Information Dissemination; Research and Development; *Research Needs; Research Utilization
IDENTIFIERS- Congress 102nd; ERIC; *Office of Educational Research and Improvement; *Reauthorization Legislation

At the core of a world-class system of delivery of educational services, there must be a comprehensive process for continual transmission of the best that knowledge synthesis and new experimentation can offer for utilization procedures and practices. This idea was expressed by Representative Major R. Owens, committee chairman, in his opening remarks at a congressional hearing on the reauthorization of the Office of Educational Research and Improvement (OERI). Statements from the following persons representing OERI and various facets of the educational community including research and development, testing, and educational technology, indicate the shape that various interests would like the reauthorizing legislation to take: (1) Diane Ravitch; (2) Thomas Schultz; (3) Edward P. Keller; (4) Wornie L. Reed; (5) Michael Webb; (6) Michael B. Eisenberg; (7) Linda Morra; (8) Stanley D. Zenor; (9) Arthur E. Wise; (10) Robert L. Linn; (11) Preston Kronkosky; and (12) Ann Lieberman. Prepared statements follow from each of these individuals, accompanied by letters and supplemental materials. The various panelists expressed concerns about the purposes and fundings of the OERI, as well as its funding. Information

Statement on Minority Needs" (Antonia Hernandez); (5) "Views of Most Pressing Minority Needs" (Peyton S. Hutchison); (6) "Reflections on Public Broadcasting and Its Responsibilities to Minority Communities" (Wilhelmina Reuben-Cook); (7) "Background Statement on Minority Needs" (John Y. Tateishi); (8) "Minorities and Public Television: A Synopsis of Empirical Research Findings" (Armando Valdez); (9) and "Background Statement on Minority Needs" (James T. Yee). A list of conference participants and the Aspen Institute's Communication and Society Program Policy Statement are appended. The members of the Aspen Institute's board, trustees, trustees emeriti, key staff, and offices and facilities are listed on the inside front and back covers. (KRN)

ED 358 843 IR 054 436

Brief Encounters: Using Techniques from Psychology and Education To Improve the Effectiveness of Reference Service.
PUB DATE- Jun 92
NOTE- 7p.; Handouts from the Conference Program of the Education and Behavioral Sciences Section of the Association of College and Research Libraries of the American Library Association (San Francisco, CA, June 27-July 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cognitive Style; Films; Higher Education; Interviews; *Library Services; Program Effectiveness; *Questioning Techniques; *Reference Services; *Videotape Recordings
IDENTIFIERS- Reference Questions; *Reference Transactions

This document is composed of three bibliographies that were handed out during a section of an American Library Association conference dealing with education and behavioral sciences and more narrowly, with how techniques borrowed from these disciplines can improve the effectiveness of reference services. The handouts are a 24-item bibliography on "Questioning Techniques and the Reference Interview," a 19-item bibliography on "Learning Styles and the Reference Interview," and a 12-item list of "Videos and Films on Reference Service." (KRN)

ED 358 844 IR 054 437

Underwood, Peter C.
Computerization of the Botswana National Library Service. Restricted Technical Report.
PUB DATE- Sep 91
NOTE- 37p.; Serial No. FMR/C11/PG1/91/106.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Developing Nations; Foreign Countries; Integrated Library Systems; *Library Automation; Library Cooperation; *Library Personnel; *Library Planning; Library Research; *National Libraries; *Needs Assessment; Union Catalogs
IDENTIFIERS- *Botswana

This report discusses the scope for and feasibility of introducing automated systems into the Botswana National Library Service (BNLS). The study was undertaken at the request of BNLS and was conducted by an outside consultant who interviewed staff, read internal documents and reports, and studied patterns of work. Topics of the report include: (1) the

Programs undertaken by New Hampshire school and public libraries and the state library in support of the National Education Goals for the Year 2000 are outlined. In support of Goal 1, readiness for school, New Hampshire libraries offer a variety of preschool programs and story hours, as well as the Preparing Ahead for School Success parent workshops. Goal 2, relating to high school completion, is supported by the information and research services the libraries make available, and the opportunities for at-risk students that library media centers provide. Student achievement and citizenship, targets of Goal 3, are enhanced by resource-based learning programs and the New Hampshire Automated Information System, as well as professional workshops for library and media center personnel. Goal 4 indicates that U.S. students should be first in the world in science and mathematics achievement by the year 2000. High school and elementary school library programs for students and teachers are presented in support of this goal. Goal 5 advocates adult literacy and lifelong learning, areas in which the public libraries play a vital role, with adult literacy programs as well as library services. Safe, disciplined, and drug-free schools, the aim of Goal 6, is supported by library-provided information about drugs and technical assistance to those providing drug education services. (SLD)

ED 358 863 IR 054 588

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Opportunity 2000: Understanding and Serving Users in an Electronic Library. Proceedings of the International Essen Symposium (15th, Essen, Germany, October 12-15, 1992) To Commemorate the 20th Anniversary of the Essen University Library. Publications of Essen University Library 15.
PUB DATE- 93
NOTE- 367p.; Festschrift in honour of Herbert S. White.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Cataloging; Computer Networks; Foreign Countries; Futures (of Society); Higher Education; Hypermedia; Information Networks; *Information Technology; *Integrated Library Systems; Librarians; *Library Automation; Library Services; Optical Data Disks; Technological Advancement; *Telecommunications; *User Needs (Information)
IDENTIFIERS- *Electronic Libraries; Great Britain; Sweden; United States; *Virtual Libraries; Virtual Reality

Following a prefatory tribute to distinguished librarian Herbert S. White, this publication includes the following papers, mainly focused on user needs and library services in the electronic library age: "Information Technology, Users, and Intermediaries in the 21st Century: Some Observations and Predictions" (Herbert S. White); "Managing Continuous Change for Continuous Improvement" (Ellen Hoffmann); "The Impact of the Virtual Library on Library Management and Organization" (Barbara von Wahlde); "The New Campus Information Environment" (Richard M. Dougherty); "Electronically Recorded Information and the Library" (Irene Sever); "Management Development in the Networked Library" (Sheila Corrall); "Libraries of the Future: Real and Virtual" (Roland Hjerppe); "Librarians, Technology and Mediocrity" (Frederick W. Lancaster); "Introducing New Library Technologies to Faculty" (Maureen Pastine); "The Electronic Library: Virtually a Reality?" (Mel W. Collier, Anne Ramsden, and Zimin Wu); "The New Roles of Librarians in the Electronic Library: Organizational and Functional Changes in a Swedish University Library" (Gunhild Back); "The British Library:

regarding disabled students are discussed for postsecondary education institutions, and general suggestions for overcoming negative reactions to disabled students are provided. Next, the handbook describes symptoms and useful teaching techniques/classroom approaches for the following disabilities: learning disabilities; traumatic brain injury; mobility impairments; visual impairments (legal blindness); total blindness; hearing impairments, including information on using a relay system to call the hearing impaired and working with interpreters; back impairments; speech impairments; epilepsy; cerebral palsy; carpal tunnel syndrome; multiple sclerosis; rheumatoid arthritis; Tourette's syndrome; mental illness; suicide; Acquired Immune Deficiency Syndrome (AIDS); and substance abuse. For each disability, telephone numbers of institutions offering further information are provided. The manual then lists possible side effects of medication that students may be taking and reviews considerations regarding disabled student access to science laboratories. Finally, evacuation procedures for visually impaired, hearing impaired, and non-ambulatory students are considered. (MAB)

ED 358 881   JC 930 312

Prather, George; Kelly, Dexter
Clearer Thinking about Student Characteristics as a Guide to Policy Planning.
PUB DATE- Jun 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Age; College Planning; Community Colleges; Educational Change; Educational Policy; *Educational Research; Enrollment Trends; Full Time Equivalency; Institutional Mission; *Matrices; *Nontraditional Students; Organizational Objectives; *Participation; Policy Formation; Student Behavior; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

Part of an effort to more accurately describe the kinds of students attracted to and served by the Los Angeles Community College District (LACCD), this report examines the relationship of student characteristics to enrollment patterns and describes a method for clarifying the image of students served. Drawing on national enrollment growth patterns for two- and four-year institutions, and 1970-1992 enrollment data for the LACCD, the report argues that the apparent rise of the nontraditional student has been largely a reflection of the expansion of the community colleges, not a significant change in overall student characteristics. Next, the report presents data showing that traditional college-age students are the majority of full-time equivalent (FTE) enrollees in the LACCD and argues that FTE is a more relevant measure than headcount for gauging the impact of characteristics on instruction and student services. The report then describes a four-cell matrix, designed to help convey student characteristics in a meaningful manner. The method focuses on the relative level of student involvement in the institution and the relative level of congruence between individual student goals and programs and structures. Students with high levels for both dimensions can be viewed as the institution's core population, while those with low measures for both may be welcome to the institution's services, but do not necessarily suggest a need for institutional change. The

NOTE- 84p.; Independent research paper, University of North Dakota.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; College Faculty; Community Colleges; *Educational Administration; Educational Finance; *Extension Education; Full Time Faculty; Governance; Graphs; Higher Education; *Institutional Characteristics; *Multicampus Colleges; National Surveys; State Universities; *Student Characteristics; Tables (Data); *Two Year Colleges; Two Year College Students
IDENTIFIERS- Dunlap (William S)

A 1989 survey of two-year branch campuses of four-year institutions collected data on administrative structure, mission, and selected characteristics of 24 campuses. In spring 1993, a study was conducted to re-validate the 1989 survey, gathering data on more campuses and updating the list of branch campuses. Forty-nine state systems of higher education were first surveyed to ascertain the number of two-year branch campuses. Twenty-eight states responded, resulting in 29 campuses not previously identified by the researcher. A revised version of the 1989 survey instrument was then mailed to 84 branch campuses, with 64 returning surveys for a response rate of 76%. Results of the study included the following: (1) 41% of campuses identified themselves as community colleges located within 100 miles of the main campus; (2) 41% of the branch campuses were governed by the main campus, while 38% were governed by a state board; (3) funding for 60% of the institutions came from direct state appropriations; (4) 40% of institutions had from 31 to 50 full-time faculty, while 36% had fewer than 30 full-time faculty; (5) the typical branch campus served between 501 and 1,500 students; (6) the typical student body was 20% vocational-technical education and 80% academic transfer; (7) typical teaching load for full-time faculty was between 12 and 14 credits; (8) only 8% of the campuses did not have an administrative council; and (9) the autonomy of branch campuses was indicated in local control of expenditures (83%), local faculty hiring (69%), and faculty tenure (97%). A list of resources; tables; and attachments featuring letters, survey instruments, and a list of colleges receiving surveys are included. (MAB)

ED 358 898 JC 930 332

Student's Ultimate Career Coursework, Employment, & Student Services Handbook. "SUCCESS Handbook" Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 93
NOTE- 34p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part A), PL 101-392; for the handbook itself, see JC 930 333.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Ancillary School Services; Career Counseling; Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; *Guides; Job Placement; Limited English Speaking; *Needs Assessment; Program Descriptions; Program Evaluation; School Surveys; *Special Needs Students; *Student

Action; Stereotypes; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Family Support Act 1988; Job Opportunities and Basic Skills Program; *Welfare Reform

The centerpiece of the 1988 Family Support Act (FSA) is the Job Opportunities and Basic Skills (JOBS) Act, which directs states to provide a broad range of educational, training, and employment services. FSA offers states an opportunity to design humane and effective programs to assist welfare recipients to move out of poverty. FSA also has problems, however, foremost being its failure to address the level of benefits, its lack of JOBS program funding, and its failure to deal with the critical issue of job creation. While there is general agreement that the country's welfare systems need to be reformed, in the current debate about welfare, little mention is made of the impact of the economy, structural unemployment, declining real wages, and short-sighted government policies on poverty and welfare. Real welfare reform must begin by dispelling popular myths about welfare recipients and by defining the nature of the "welfare problem." The next step is the development of an economic security plan to ensure survival above poverty through employment, public transfers, and other essential social supports throughout a lifetime. Many components of such a plan are already in place. Others would include federalizing and expanding Aid to Families with Dependent Children to raise benefits to the poverty level; instituting child support programs; raising the minimum wage; reviewing and expanding unemployment insurance; overhauling the federal tax program; guaranteeing jobs; and integrating social supports. (AC)

ED 358 915 PS 021 286

Berndt, Thomas J.; Keefe, Keunho
Effects of Friendship on Adolescents' Self-Esteem.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 93
NOTE- 12p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Friendship; Grade 7; Grade 8; Junior High Schools; Junior High School Students; Longitudinal Studies; *Peer Influence; *Peer Relationship; *Self Esteem; Self Evaluation (Individuals); Social Development; *Student Attitudes; Student Behavior
IDENTIFIERS- Athletic Ability; Physical Appearance

This study investigated the effects of friendship on seventh and eighth graders' self-esteem. The study assessed: (1) whether changes in adolescents' self-esteem during a school year were related to the quality of their friendships early in the year; and (2) whether friends' ratings of their self-esteem became more similar over the course of the year. The study included 297 students, all of whom completed Harter's Self-Perception Profile for Children in the fall and spring of the school year, and described the positive and negative features of their best friendships. Findings indicated that changes during the year in adolescents' global self-worth were not related to the quality of their fall friendships, but having friendships with many positive features was related to decreases during the year in perceived athletic competence and increases during the year in perceived physical appearance. By contrast, the study found

Results found that children demonstrated coherent understandings that different parental emotions have differing causes and child responses, that children could suggest specific strategies to change parents' emotions. Children's beliefs about their parents' expressive patterns, and about their own reactions and interventions in response, were related to their emotional competence in the two settings. (MM)

ED 358 933 PS 021 449

Denham, Susanne A.; And Others
Scaffolding Young Children's Prosocial Responsiveness: Preschoolers' Responses to Adult Sadness, Anger, and Pain.
PUB DATE- Mar 93
NOTE- 46p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993). For a related paper, see PS 021 448.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Anger; *Child Behavior; *Emotional Response; Pain; *Preschool Children; Preschool Education; *Prosocial Behavior
IDENTIFIERS- Adult Child Relationship; *Child Responsiveness; *Negative Emotions; Sadness; Scaffolding

Two studies investigated children's responsiveness to an adult's negative emotions (anger, sadness, and pain). The studies also evaluated effects of adult scaffolding (labeling and explaining negative emotions, and requesting help). In the first study, subjects were 55 preschool children between the ages of 33 and 56 months. During individual play sessions, the experimenter enacted two vignettes involving each of the three negative emotions. Children's reactions to the negative emotion, as well as their reactions after it was explained and after prosocial behavior was requested, were rated for level of prosocial response. In the second study, subjects were 58 preschool children between the ages of 39 and 66 months. Emotional displays were enacted, as in the first study. In addition, children were assigned to one of three conditions: the experimenter displayed the emotion; the experimenter displayed the emotion and explained how she felt; or the experimenter displayed the emotion, explained how she felt, and requested help from the child. Videotaped recordings of the interactions were rated for children's responsiveness to each emotion display. Analysis revealed that overall, subjects in both studies exhibited moderate levels of spontaneous prosocial response to negative emotion. Prosocial behavior increased after the emotion was explained. Children responded most prosocially to anger and least prosocially to pain. (MM)

ED 358 934 PS 021 454

Brophy, Tim
Play and the Young Child: Musical Implications.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Developmental Psychology; Early Childhood Education; *Learning Theories; Literature Reviews; *Music Education; *Orff Method; *Piagetian Theory; *Play; *Theory Practice Relationship

After noting the near-universal presence of rhythmic response in suggested that acoustical analysis of the cry at term conceptual age enhances the prediction of developmental outcome even after accounting for medical and demographic variables. The number of short cry utterances was the best predictor in infants with fewer short utterances doing more poorly. Data from this study supported the notion that cry analysis may have some diagnostic utility as a non-invasive technique for the early identification of infants at biological risk for developmental delay. (MM)

ED 358 953 PS 021 477

Cillessen, Antonius H. N.; Hubbard, Julie A.
Instrumental and Social Outcome Expectations of High-Aggressive and Low-Aggressive Boys.
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Assertiveness; Child Behavior; Elementary School Students; Grade 3; *Interpersonal Competence; *Males; *Peer Relationship; Play; *Preadolescents; Primary Education; Problem Solving; *Social Behavior

This study examined high-aggressive and low-aggressive boys' ratings of the effectiveness of aggressive and assertive strategies for solving social problems involving hypothetical peers and actual peers. Subjects were 66 third-grade boys (11 groups of 6 boys each for a total of 22 high-aggressive, 22 low-aggressive, and 22 average aggressive boys) who participated in a series of 5 play sessions and interviews. After the fifth play session, each boy rated each of his five play partners' aggressiveness on a five-point scale. In the interviews, boys were read stories in which a social conflict with a hypothetical or actual peer was described. For each story, each boy evaluated whether he would achieve a nonsocial goal (instrumental effectiveness) and whether the hypothetical or actual peer would want to be his friend if he used an aggressive strategy or an assertive strategy to solve the conflict. Results indicated that outcome expectations did not differ when boys rated the instrumental effectiveness of aggression for solving social problems with hypothetical peers. However, when the boys rated the instrumental effectiveness of aggression for solving social problems with actual peers, high-aggressive boys more frequently believed that aggression would help them to achieve their own goals than did low-aggressive boys. (MM)

ED 358 954 PS 021 478

Hubbard, Julie A.; Cillessen, Antonius H. N.
Social Strategies and Sociometric Status within the Context of Social Problem Types.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Education; Higher Education; *Liberal Arts; *Measures (Individuals); Models; Teacher Education; *Teacher Evaluation; Teaching Skills; Vocational Evaluation
IDENTIFIERS- California State University; *College Teaching and Learning Collection

This publication is a guide to assessing the competence of prospective elementary school teachers in the liberal studies teacher preparation programs in California. The guide was developed as part of a statewide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and executive orders which are the basis for the guide, and the conference at which the guide was developed. A section on the principles for assessment in the liberal studies outlines eight key questions raised at the conference and discusses the unity of goals among liberal studies programs. The next section establishes two categories of competencies: (1) generic competencies which are fundamental to all disciplines; and (2) specific competencies in language arts, social science and history, mathematics, science, humanities, visual and performing arts, physical education and health, and human growth and development. The following section discusses general guidelines for and methods of assessment. Next, two model assessment formats are presented with diagrams. A section of recommendations focuses on resource and administrative issues. The final section offers recommendations for providing information and advice to potential teachers. (JB)

ED 358 973   PS 021 777

Katz, Lilian G.
Self-Esteem and Narcissism: Implications for Practice. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Class Activities; Cultural Differences; Decision Making; Early Childhood Education; *Educational Objectives; *Educational Practices; *Feedback; *Self Concept; *Self Esteem; Self Evaluation (Individuals); Theory Practice Relationship
IDENTIFIERS- ERIC Digests; *Narcissism; Self Gratification

While the development of children's self-esteem is a worthwhile goal in early education, many practices designed to reach this goal may instead be encouraging narcissism. Such practices include those that direct children's attention to their own inner gratifications, or encourage children to believe their specialness is dependent on trivial skills. In order to motivate children by "starting where they are," teachers can provide children with topics that encourage curiosity about others and themselves, and reduce emphasis on consumer activities. Researchers have suggested that self-esteem is enhanced in children when their parents and teachers provide an optimum mixture of acceptance, affection, limits, and expectations; and have pointed out that construals of the self vary between Western cultures, which see the self as an independent entity, and Asian and African cultures, which see the self as interdependent within the social context. Self-group settings, using social studies as the content area and language arts as the vehicle for learning, and recognizing that each culture is an entity and has an intrinsic value of its own. (LP)

ED 358 990 RC 019 163

Howley, Craig; Boren, Sue
Mathematics Activities for Rural Classrooms in Tennessee: Development, Implementation, and Evaluation Results in Grades 5-8.
PUB DATE- Mar 93
NOTE- 10p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Guides; *Instructional Material Evaluation; Intermediate Grades; Junior High Schools; Learning Activities; *Manipulative Materials; Material Development; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Materials; Pilot Projects; Rural Education; *Rural Schools; *Student Attitudes
IDENTIFIERS- *Tennessee

This report describes the development and evaluation of mathematics activities manuals for grades K-8, correlated with the Tennessee state mathematics curriculum. Seventeen elementary teachers and seven secondary teachers met during January-June 1989 to write draft versions of the manuals and demonstrate activity-based mathematics and manipulatives. During the 1989-90 school year, 113 teachers from 40 Tennessee systems completed the pilot program. The manuals were revised, and approximately 115 of the 139 Tennessee school districts purchased them in large quantities. A critical component was the training of 21 teaching teams to implement the activities in their systems and classrooms. As a result, team members provided inservice training to more than 4,000 individuals. Additionally, manuals have been shipped to 16 states, the District of Columbia, and Canada. Evaluation investigated the possible influence of using the mathematics activities on grade 5-8 students in rural schools. Statistical analysis focused on changes in student achievement and affective response to mathematics. A 12-item instrument was developed to measure student attitudes toward mathematics. Achievement was measured with the Comprehensive Test of Basic Skills, Fourth Edition. Results indicate that the use of mathematics activities helped improve student achievement and affect in project classrooms, and helped blunt the negative influences of gender (principally being female) and risk status (principally low income). Recommendations and limitations of the study are discussed. (LP)

ED 358 991 RC 019 164

Steinmiller, Robert C.; Steinmiller, Georgine G.
Academic Alliances in Humanities.
PUB DATE- Mar 93
NOTE- 11p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

people, communication, and having a vision. Respondents indicated that when they were hired, their school boards had been seeking someone who could introduce and manage change or who could provide structure, stability, and organization to the district. The results indicate that the leadership characteristics of urban and rural women superintendents are similar, and that these leadership characteristics fit a new leadership paradigm stressing collaboration and consensus building. (LP)

ED 359 009   RC 019 211

Vadasy, Patricia; Maddox, Mary
Building Bridges: The Yakima Equity Study. The Conditions of Success for Migrant, Hispanic, and Native American Students in the Yakima Valley.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Bilingual Education; Early Childhood Education; Educational Needs; Educational Policy; Elementary Secondary Education; *Equal Education; *Hispanic Americans; *Limited English Speaking; *Migrant Education; *Multicultural Education; Outcomes of Education; School Community Relationship; School Districts
IDENTIFIERS- Hispanic American Students; Native Americans; *Yakima Valley

This report presents the findings of an in-depth qualitative study of issues related to educational equity for migrant, Native American and Hispanic children. Equity is defined as the provision of those resources essential for all students to fully participate in school and later, in society. Data were collected through interviews with 88 staff members, parents, and other key informants in 5 school districts in the Yakima Valley (Washington). The metaphor of a bridge is used to represent the structure that makes it possible for migrant, Native American, and limited-English-proficient students to experience positive educational outcomes. The bridge to these outcomes consists of pillars that support the schools' day-to-day efforts and that schools can influence through their policies. Pillars include parents who support education, parents who are organized, a community that values pluralism, and community-school partnerships. The bridge span consists of conditions that schools can directly control such as parent involvement; a positive multicultural environment; flexible programs that accommodate diversity; programs for Native American, bilingual, and migrant students; support for struggling students; equal access to programs; dropout prevention; supplemental funds; local leadership; strategic planning for equity; ethnically diverse staff; and staff skills and commitments. Sections of this report define the problems in meeting desirable conditions and provide recommendations, including comments from study participants. Appendices include a profile of the Yakima Valley, the background of Indian education programs, and other information relevant to the study. (LP)

ED 359 010   RC 019 212

Lenz, Diane; Contrucci, Linda

science and mathematics education in the United States today and discussed four initiatives for undergraduate studies that might help rectify that situation; (3) cited the apprenticeship model of education and the work ethic of traditional small liberal arts college students as reasons for their success in supplying future scientists; (4) attributed the success of undergraduate institutions in developing future scientists to the participation of the students in undergraduate research that stimulates student interest in science; (5) discussed undergraduate and minority high school student research projects that contribute to the interest in science careers; (6) discussed the contributions of historically black colleges in providing future scientists; (7) discussed strategies to attract members of underrepresented groups into science; (8) addressed the issues of recruitment and retention of women in science; (9) discussed collaborative efforts with universities and schools to attract girls and minorities into science; and (10) discussed the National Science Foundation's role in Project Kaleidoscope. Prepared statements and other supplemental materials submitted by the witnesses are included. (MDH)

ED 359 026 SE 053 027

Sharing Success in the Southeast: Math, Science, and Computer Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Algebra; Computer Assisted Instruction; Computer Science Education; Computer Uses in Education; *Demonstration Programs; Elementary Secondary Education; Enrichment Activities; Experiential Learning; Instructional Effectiveness; *Instructional Innovation; *Integrated Activities; Integrated Curriculum; Manipulative Materials; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Problem Solving; Program Costs; Program Descriptions; Program Effectiveness; Science Activities; Science Education; *Science Instruction; Science Programs; Teaching Methods
IDENTIFIERS- Hands On Experience; *SouthEastern Regional Vision for Education

The Sharing Success program, recognizes exemplary public school programs and practices in the states of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Each year, SERVE emphasizes a specific program area for recognition based on one of the national goals for education. This "Sharing Success" publication documents several dozen of the region's most effective programs in the areas of mathematics, science, and technology (computer-assisted instruction). Programs are ranked for quality and innovation and are presented in three sections: (1) Programs of Excellence, highest rated programs (21) in the areas of Mathematics, Science, Math/Science, and Technology (e.g., science--tropical rain forest, summer science fun lab; math--elementary math lead teachers, problem-solving approach to algebra; math/science--Hayes Cooper Center magnet school ; technology--writing to write); (2) Quality Programs (46) meeting a high standard (e.g., computers in elementary

IDENTIFIERS- *Environmental Education Curriculum; Positivism

This bulletin discusses the aspects of curriculum development that relate to environmental education. The first of five sections establishes the need for curriculum development that addresses the emotional, cultural, and sociological factors that influence the curriculum framework in view of the need for educational reform. The second section examines the necessary framework to establish these components within environmental curricula. The third sections presents three curriculum paradigms: Positivism, Phenomenological/Interpretive, and Critical. The strengths and weaknesses of each paradigm are discussed. The fourth section discusses epistemology in environmental curricula. Having established a foundation on what knowledge is or is not, the fifth section discusses the use of metaphor as a link to experiential methods of learning. The document concludes that environmental education is an interdisciplinary process that needs a holistic approach taking into account the individual's values, culture, goals, abilities, and a subjective evaluation of the external situation. (Contains 13 references.) (MDH)

ED 359 047 SE 053 466

Schoen, Harold L.
Assessment Issues from a Mathematics Education Perspective. The Mathematics Outlook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Diagnostic Teaching; *Educational Change; *Educational Testing; Elementary Secondary Education; Equal Education; *Evaluation Methods; Informal Assessment; International Studies; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Standardized Tests
IDENTIFIERS- National Assessment of Educational Progress; NCTM Curriculum and Evaluation Standards; Performance Based Evaluation

Recent reports by the National Council of Teachers of Mathematics (NCTM), the National Research Council, the Mathematical Sciences Education Board, and the Board on Mathematical Sciences emphasize that coordinated improvement in the content of mathematics curriculum, classroom instruction, and teacher education is the key to improving mathematics education. Consequentially, methods of assessing students' mathematics achievement also need to be reevaluated. This bulletin focuses on the impact that assessment has and can have on mathematics curriculum and instruction. The bulletin is divided into two sections. The first section addresses assessment done by the teacher as part of classroom instruction. Topics discussed include: teacher competencies in assessment, assessment techniques as recommended by the NCTM, reform of large-scale mathematics testing, and the need for equal opportunities for all students to learn mathematics. The second section discusses the impact that certain uses of large-scale testing can have on curriculum revision efforts. Topics discussed include: the geographic limitations, and past projects funded; and (4) tailor your proposal to the potential donor by reading funding source materials carefully, emulating their writing style, following application instructions, being explicit about project outcomes, proposing unique project qualities, and applying ideas from proposal writing reference materials. Contains a list of 15 references for writing proposal grants. (MDH)

ED 359 068 SE 053 641

Haury, David L.
Assessing Student Performance in Science. ERIC CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Competency Based Education; Educational Change; Elementary School Science; Elementary Secondary Education; Evaluation Criteria; High Schools; Portfolios (Background Materials); Science Curriculum; *Science Education; Secondary School Science; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Concept Mapping; *Performance Based Evaluation; Performance Based Objectives; Science Process Skills

Assessment of student performance is emerging as a crucial ingredient in the recipe for ongoing improvement of school science. This digest focuses on assessment in the service of instruction, for helping students, teachers, and parents monitor learning. According to M. Jorgensen, performance-based assessment requires that the student demonstrate, or perform the actual behavior of interest. Other forms of alternative assessment include concept mapping, journal writing, scoring rubrics to monitor skill development, and the use of portfolios documenting student accomplishments. A first step in considering assessment methods is to become familiar with the wide range of student outcomes that are being endorsed by science teachers, scientists, and the National Research Council. Drawbacks of performance assessments are noted: staff development resources are required, the assessments take more time than conventional methods, standardization is difficult, and the results may not be generalizable from one context to another. (Contains 9 resources and 19 references.) (PR)

ED 359 069 SE 053 643

Brosnan, Patricia A.; Hartog, Martin D.
Approaching Standards for Mathematics Assessment. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Educational Objectives; *Educational Principles; Elementary Secondary Education; *Evaluation Methods; *Informal Assessment; Instructional

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; Cultural Interrelationships; Cultural Pluralism; *Educational Policy; *Educational Practices; *Ethnic Groups; Foreign Countries; Foreign Culture; Intercultural Programs; International Education; *Multicultural Education; *Role of Education

The various ways in which countries use their educational systems to socialize ethnic minorities to the dominant culture is the topic of this paper. Different approaches countries have taken toward the education of minorities are identified. In the "recognition approach," the rights of minority languages, culture, and education are acknowledged in national constitutions; for example, India. The "unification approach" has been used in cases of common nationality while preserving different languages and cultures of minority groups. Tanzania and its official language Kiswahili provide an example of this approach. In the "integration approach," schools, language, and external pressure are brought to bear on the immigrant to integrate into the mainstream of the homogeneous society. The United States, Canada, and Australia have utilized this approach in recent history. The "laissez-faire" approach is prevalent in older countries that have had an influx of immigrants but chose to ignore them until problems became acute and something had to be done. Great Britain is cited as a classic example of this approach. The paper seeks to clarify the concepts of multicultural education and intercultural education, and discusses the problems multicultural education has encountered in trying to achieve legitimation. (Contains 33 references.) (DB)

ED 359 090 SO 022 744

Hart, Roger A.
Children's Participation: From Tokenism to Citizenship. Innocenti Essays No. 4.
PUB DATE- Mar 92
NOTE- 49p.; Photographs will not copy adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; *Childrens Rights; *Citizenship; Community Involvement; Elementary Secondary Education; Foreign Countries; *Social Change; *Social Responsibility
IDENTIFIERS- Participatory Action Research; UNICEF

The degree to which children should have a voice in anything is the subject of strongly divergent opinion. There are many examples of children who organize themselves successfully without adult help. Children need to know that along with any rights they have come certain responsibilities. Youth participation in decision making can range from manipulation by adults to child initiated, shared decisions with adults. Researchers can promote an active role for children through Participatory Action Research (PAR). The technique can empower children as research subjects by helping them learn about practical problems and themselves. Experience in the United Kingdom illustrates that children can participate effectively in community planning issues. Moreover, children's lives vary greatly in industrialized and developing countries. Even children in especially difficult circumstances, such as those living in industrialized countries, can be active in trying to improve their own lives. Through such participation children determine the existence of a mandate and/or competency statements for economic literacy. The report is presented in five parts: (1) The National Status of State Mandates and Competencies for Economic Instruction; (2) Content Analysis of Legislative Mandates; (3) Content Analysis of State Frameworks, Courses of Study, and Competency Statements; (4) Individual State Reports; and (5) A Summary of Findings. Among the findings of the report are: 24 states have a mandate requiring economics instruction of some kind; an analysis of 13 state frameworks, courses of study and competency statements produced a list of 31 economic concepts most frequently presented; "Our Economy: How It Works" adequately covered 30 of the 31 economic concepts presented. (DB)

ED 359 112   SO 022 948

Hantula, James
Discovering a "True" Map of the World--Learning Activities.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cartography; Elementary Secondary Education; Geography; Learning Activities; Locational Skills (Social Studies); *Maps; *Map Skills; Social Studies; *World History
IDENTIFIERS- *World Views

"True" maps of the world, as seen from the perspective of the time in which they were produced, remain an ethnocentric visual language in modern times. Students can gain insight into such "true" maps by studying maps produced in the great traditions of the West and East. Teachers can determine a map's appropriateness by identifying its title, date, place of origin, providing a key, determining whether the map is a primary or secondary source, assessing the map's accuracy, comparing it with maps from other cultures, displaying usefulness, analyzing every map for the mapmaker, and evaluating every map as a work of art. A set of learning activities focuses upon the following maps from throughout history: (1) hemisphere map (orthographic projection); (2) central kingdom map (ancient China); (3) point of contact map (globe and flat map); (4) universe map (after Ptolemy); (5) T-O ("terra orbis") map (medieval Europe); (6) Ibn Battuta's travel map (medieval Europe, Asia, and Africa); (7) Columbus' map (Ptolemy); (8) Mercator map (16th century); (9) Robinson map (20th century); and (10) a "true" map (a contemporary example). Activities for each lesson include a description, diagrams, true or false questions, and short-answer questions. (DB)

ED 359 113   SO 022 959

Educational Research in Malmo. Reprints and Miniprints, No. 756.
PUB DATE- Oct 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Doctoral Programs; *Educational Research; Foreign Countries; Higher Education; Researchers; *Research Universities; *Teacher Education Programs
IDENTIFIERS- *Lund University (Sweden)

Research and development related to educational problems, teacher deal of discussion about the consequent modification of the educational system. Almost every aspect of schooling is to be changed: the content of teaching, the basic structure of public education, the decision-making system, the dependency relationships, etc. Within this context we examined how the students perceive the changes around them. During the spring of 1990, 252 eleventh grade high-school students, their mothers and 70 math teachers were interviewed about the planned educational reforms. This paper presents data on their answers concerning some of the most critical aspects of the changes (e.g. the role of the ideology, the Churches, establishing private schools, decentralizing the curriculum). Results show that each of the three groups support the planned changes. In general, teachers are the most active proponents of the coming reforms and mothers are the most reluctant. No significant correlation was found between students' and mothers' answers. (Author)

ED 359 136   SO 023 183

Csapo, Beno

Social Change and the View of Students on Life Perspectives.

PUB DATE- 91

NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (11th, Minneapolis, MN, July 2-6, 1991).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Research; Foreign Countries; Foreign Culture; Grade 11; High Schools; High School Students; *Parent Attitudes; Political Influences; *Social Change; *Student Attitudes

IDENTIFIERS- *Europe (Central); *Hungary

The peaceful transition of the political systems in Central Europe created a rather unique and contradictory situation. While these nations reached one of their long-term aims, a greater level of independence and freedom, in everyday life there are few signs of positive changes; in fact life has become even harder. In this socio-political context data were collected on how students cope with the contradictions of the transitional process. In the framework of a larger study, high-school students and their mothers were asked about their views on some consequences of the socio-political change. Results show that both students and their mothers are more pessimistic concerning the next few years than about the long term, and mothers think the coming years will be even harder than the students do. For the long term expectations, mothers' and students' answers are closer to each other. No significant correlations were found between the answers of students and mothers, thus the beliefs and views of students about the consequences of the transition are not determined by their family, rather they are influenced by other factors. (Author)

ED 359 137   SO 023 188

Brant, Heather; And Others

Muncie Remembers That Day of Infamy.

PUB DATE- 93

NOTE- 79p.; Prepared by the Honors United States History Class at Muncie Southside High School, IN.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

ED 359 156 SP 034 588

Constable, Cheryl; Renwick, Margery
Children's Knowledge of Fire Safety: A Report for the New Zealand Fire Service.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Demonstration Programs; *Elementary School Students; *Fire Fighters; Fire Protection; Foreign Countries; *Knowledge Level; *Learning Modules; Primary Education; *Program Effectiveness; School Role
IDENTIFIERS- Fire Departments; *Fire Safety Education; New Zealand

The study reported in this document was conducted to measure the impact of the New Zealand Fire Service's new fire safety program on elementary school students. Firefighters in each fire station and voluntary fire brigade in New Zealand were responsible for arranging a visit to every elementary school within their area to present a learning module. The goal was to teach and demonstrate the use of three procedures: (1) phone 111 (to tell the Fire Service where the fire is); (2) crawl low in smoke (to escape from a room where there are smoke and fumes); and (3) stop, drop, and roll to extinguish the flames if clothing is on fire. A questionnaire was administered to a random sample of 1,014 children to establish their level of fire safety knowledge prior to the introduction of the lessons, and a survey was completed by the principal of each of 47 schools in the sample to find out if fire safety information had been included in the curriculum. It was found that standard (grade) 2 children possess a high level of knowledge of the three procedures of concern to the Fire Service, at least in terms of the questionnaire. It is noted that the high level of correct responses might be due to the forced choice type of questionnaire and that children must be able to demonstrate the correct response in an actual critical situation. From the principals' survey it was found that there had been an increase in Fire Service visits to schools and that fire safety was most often included in the health education curriculum. Copies of the questionnaires and a demonstration schedule are appended. (LL)

ED 359 157 SP 034 591

Megay-Nespoli, Karen
The First Year for Elementary School Teachers: A Practical Plan for Dealing with the Short and Long-Term Management of Teaching Duties and Responsibilities.
PUB DATE- 93
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Beginning Teachers; Bulletin Boards; Child Abuse; Classroom Techniques; *Educational Practices; Educational Resources; Elementary Education; *Elementary School Teachers; Field Trips; First Aid; Grouping (Instructional Purposes); Instructional Materials; Learning Centers (Classroom); Parent Teacher Conferences; Problem Solving; School Law; School Personnel; School

competence of prospective physical education teachers in California. The guide was developed as part of a statewide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and executive order, which are the basis for the guide, and the conference that developed the guide. The opening section lists premises for assessment and addresses each in detail, covering unity of purpose among the diversity of programs, multiple measures, and the assessment design (process, features, scheduling, and fairness to students). The next section establishes two categories of competence--first, generic competencies that are fundamental to all disciplines and, second, 26 competencies that are specific to physical education. The third section, on sources of assessment information, provides general guidelines and methods of assessment information gathering, including coursework, interviews, portfolios, testing, capstone courses, academic transcripts, and letters of recommendation. Three model assessment formats representing different approaches to measuring and assessing competencies are presented in the fourth section. The final section treats recommendations related to resource and administrative issues. Two appendixes contain additional information on interviews and course requirements. (JB)

ED 359 176   SP 034 618

Gardner, April L., Ed.; Cochran, Kathryn F., Ed.
Critical Issues in Reforming Elementary Teacher Preparation in Mathematics and Science. Conference Proceedings (Greeley, Colorado, October 10-13, 1991).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 91
NOTE- 401p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Affirmative Action; College School Cooperation; Course Content; *Curriculum Development; Demonstration Programs; Educational Innovation; Educational Technology; Education Majors; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Elementary School Teachers; Higher Education; *Preservice Teacher Education; *Program Improvement; Teacher Educators
IDENTIFIERS- *Knowledge Base for Teaching; *Reform Efforts

The purpose of the conference reported in this document was to bring together national leaders in teacher education to disseminate findings and innovations in the reform of elementary teacher preparation in mathematics and science. The proceedings begin with a presentation of invited addresses: "New Curricula in Elementary Mathematics: What Are the Critical Factors?" (Shirley M. Frye); "The Reform of Elementary School Science: The Critical Issues" (Roger W. Bybee); and "The Integration of Content and Pedagogy in Teaching" (Hilda Borko). The proceedings then present 11 project summaries. Papers form 8 panel sessions comprise the main body of the proceedings; panel themes are teacher knowledge issues, special issues in teacher preparation, and institutional coordination issues. The panel session titles are: (1) Developing Teachers' Mathematics and Science Content Knowledge; (2) Developing Teachers' Pedagogical Knowledge; (3) Developing a Cohesive Program; (4) Underrepresented Groups in Mathematics/Science; (5) Technology in Science and Mathematics Education; (6) School and University Collaboration; (7) Promoting University Faculty Development;

Marcos, Kathleen M., Ed.
Foreign Language, Area, and Other International Studies: A Bibliography of Research and Instructional Materials. List No. 10.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; Classroom Techniques; Curriculum Design; Educational Needs; Educational Research; Federal Aid; *Federal Programs; *Instructional Materials; *International Studies; Language Research; Language Tests; Material Development; Needs Assessment; *Second Language Instruction; Surveys; Testing
IDENTIFIERS- *Higher Education Act Title VI

This bibliography is part of a series summarizing the activities carried out under Title VI of the Higher Education Act of 1965. These research and development activities include: surveys of status, needs, and priorities; specialized research and studies; development of instructional and research materials; research in language teaching methods; development of proficiency tests; and curricula approaches to foreign languages, area studies, and other aspects of international education, particularly with regard to non-western parts of the world. The bibliography, which provides a record of funded research completed by December 1991, is divided into two sections: general reports (including studies and surveys, conferences, linguistic studies, research in language teaching methods, and testing) and specialized materials (commonly taught languages, less commonly taught languages, and foreign area studies). Entries provide basic bibliographic information and author or publisher address. Items are indexed by author, author's affiliation, languages, text material types, research topics, and geographic areas. (MSE)

ED 358 726 FL 021 293

Otsu, Yukio, Ed.
MITA Working Papers in Psycholinguistics, Volume 3.
PUB DATE- 93
NOTE- 174p.; For individual articles, see FL 021 294-301.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case (Grammar); Children; College Students; Elementary Education; Elementary School Students; English (Second Language); Foreign Countries; *Grammar; Higher Education; Japanese; *Language Acquisition; Language Research; Nouns; Oral Language; Prior Learning; Reading Comprehension; *Second Language Learning; Tenses (Grammar)
IDENTIFIERS- Clauses; Parsing

This volume of working papers in psycholinguistics, from the "MITA Psycholinguistics Circle", contains the following articles: "Some Problems in the Acquisition of Derived Nouns" (Mika Endo); "World Knowledge in Children's Sentence Comprehension" (Yuki Hirose); "Examining the Including and Excluding Roles of Positive Evidence: A Study of a Case Where L2/L1 Grammar Intersects" (Midori Inaba); "Parsing as a Process of Applying I-Language Modules: A Case Study Based on the Processing of Quantifier Float Constructions in Japanese" (Yasuo Kaneko); "Do Formulaic Utterances Cease to Be 'Chunks' When They Are Analyzed?" (Yasuko Kanno); "Are Subject Small

NOTE- 42p.; Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary School Students; English; Grade 1; Grade 2; Grouping (Instructional Purposes); Interrater Reliability; Kindergarten; Kindergarten Children; *Language Tests; Primary Education; Reading Comprehension; Reading Skills; Scoring; Second Language Instruction; *Second Language Learning; *Spanish; Spanish Speaking; *Spelling; Student Placement; *Test Construction; *Test Use; Test Validity

The creation and validation of a Spanish version of an English developmental spelling test (DST) is described. An introductory section reviews related literature on the rationale for and construction of DSTs, spelling development in the early grades, and Spanish-English bilingual education. Differences between the English and Spanish test versions are then outlined, and the scoring system is explained. The research methodology and results are then described. Subjects were 80 students in kindergarten and first and second grade, all native Spanish-speaking limited-English-speakers enrolled in a transitional bilingual education program in which literacy is taught first in the native language. Thirty of the kindergarten subjects participated in a follow-up study a year later. The DST was administered in conjunction with measures of letter knowledge, concept of word, word reading, and reading comprehension. Results show DST scores to be strongly related to the reading measures and quite similar to results found with English DSTs. The Spanish DST was found to be easy to administer and high in internal consistency and interrater reliability. Uses for a DST in planning instruction, placement and grouping decisions, and measuring growth are discussed. Test results are appended. (Contains 28 references.) (MSE)

ED 358 747 FL 800 647

Rivera, Klaudia M.
Developing Native Language Literacy in Language Minority Adults. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *English (Second Language); *Literacy; *Literacy Education; Models; *Native Language Instruction; Program Descriptions; Second Language Learning; Skill Development; *Teaching Methods
IDENTIFIERS- ERIC Digests

Adult education programs must increasingly serve non-native speakers of English, many of whom are neither literate in their native language nor in English. It is suggested that first language literacy promotes second language acquisition and that literacy skills in the native language are likely to transfer to the second language. This digest defines the central cognitive and psycholinguistic tenets inherent in the native language literacy approach and provides, social, cultural, and political justification for the approach. Instructional delivery models for initial literacy and other literacy program models are described. It is concluded that more research on the over a two-week period. Appendices include the survey questionnaire and validity and reliability measures. (GLR)

ED 358 767 HE 026 493

State Plan for Improving Access to Nursing Education.
PUB DATE- Dec 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Access to Education; Credits; Curriculum Development; *Educational Planning; Higher Education; Needs Assessment; *Nurses; *Nursing Education; *Practical Nursing; *Professional Education; *State Action; State Legislation
IDENTIFIERS- *Washington

This report presents a plan for nursing education in the State of Washington that would help in alleviating the shortage of nurses in the state. The plan addresses the current status of nursing education and critical issues pertaining to the following: (1) the geographic availability of nursing education and training programs; (2) curriculum standards for each type of nursing education and training program (practical nursing, associate degree registered nursing programs, and bachelor degree programs in nursing); (3) procedures to facilitate optimal transfer or granting of course credit; and (4) evaluation processes to maximize opportunities for receiving credit for knowledge and clinical skills. The report also includes discussions concerning the national nursing shortage as well as the nursing shortage in the State of Washington, the structure of nursing education in Washington, and the legal and accrediting authority for the content and quality of nursing programs within the state. Appendices present a relevant portion of state Senate Bill 6152 that addresses the nursing shortage and requires the preparation of a statewide plan, a list of the advisory committee members, a summary of other states' plans for nursing education, and locations where nursing programs are being offered in Washington State. Contains 16 references. (GLR)

ED 358 768 HE 026 494

Design for the 21st Century: Expanding Higher Education Opportunity in Washington.
PUB DATE- 1 Jul 90
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Costs; Degrees (Academic); *Educational Administration; *Educational Planning; *Enrollment; Governance; Graduate Study; Higher Education; Institutional Mission; *Long Range Planning; Postsecondary Education; Student Financial Aid; Undergraduate Study
IDENTIFIERS- *Washington

This report proposes a Washington state long-term higher education goal of achieving upper division and graduate enrollment equal to the 70th percentile of national participation rates by the year 2010 (from a current 16th percentile in upper division enrollment and 24th percentile in graduate enrollment). The study details how enrollment

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Instruction; Faculty College Relationship; Higher Education; Identification (Psychology); Individual Development; Institutional Environment; Social Class; Social Environment; Socioeconomic Background; Teacher Role; *Women Faculty; *Working Class
IDENTIFIERS- *Academic Community; Academicians; Academic Professions

This volume contains a collection of essays on the issues and concerns that face women from working-class backgrounds who enter academic careers. Following an introduction and transcript of a dialogue between Kate Ellis and Lillian S. Robinson, the essays are as follows: "What's a Nice Working-Class Girl Like You Doing in a Place Like This?" (Saundra Gardner); "Who Am I Now? The Politics of Class Identity" (Donna Langston); "Writing and Teaching with Class" (Valerie Miner); "A Question of Belonging" (Joanna Kadi); "Keeping Close to Home: Class and Education" (bell hooks); "A Mennonite 'Hard Worker' Moves from the Working Class and the Religious/Ethnic Community to Academia: A Conflict Between Two Definitions of Work" (Laura H. Weaver); "Grandma Went to Smith, All Right, but She Went from Nine to Five: A Memoir" (Patricia Clark Smith); "A Farmer's Daughter in Academia" (Jacqueline Burnside); "Yer Own Motha Wouldna Reckanized Ya: Surviving an Apprenticeship in the 'Knowledge Factory'" (Suzanne Sowinska); "Pass the Cake: The Politics of Gender, Class, and Text in the Academic Workplace" (Pam Annas); "'Someone to Watch Over Me': Politics and Paradoxes in Academic Mentoring" (Cheryl Fish); "Working-Class Women as Students and Teachers" (Elisabeth Johnson); "Teaching the Working Woman" (Rose Zimbardo); "Recasting the 'Politics of Truth': Thoughts on Class, Gender, and the Role of Intellectuals" (Pamela A. Fox); "Vestments and Vested Interests: Academia, the Working Class, and Affirmative Action" (Sharon O'Dair); "Language: Closings and Openings" (Pat Belanoff); "Dissent in the Field; or, a New Type of Intellectual?" (Elizabeth A. Fay); "Telling Tales in School: A Redneck Daughter in the Academy" (Hephzibah Roskelly); and "By the Rivers of Babylon" (Michelle M. Tokarczyk). Includes an index and notes on the contributors; contains 53 references. (JB)

ED 358 788   HE 026 519

Distribution of High School Graduates and College-Going Rate. New York State, Fall 1992.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; Colleges; Employment; Enrollment; Enrollment Rate; *Enrollment Trends; Ethnic Groups; *Higher Education; *High School Graduates; High Schools; Military Service; Minority Groups; Private Schools; Public Schools; *School Demography; Statistical Data
IDENTIFIERS- *New York

This publication presents data concerning the distribution of 1991-92 graduates of New York State's public and nonpublic high schools. The data were obtained through the Education Department's Basic Educational Data System and reflect the status of graduates, as reported by school principals, in the fall of 1992. Table 1 presents trends in the college-going rate in the areas of quality, accountability, and accessibility and choice. An appendix describes each of the three higher education sectors in Iowa. (GLR)

ED 358 808 HE 026 543

A Challenge to Change. Higher Education Task Force Final Report to the Iowa General Assembly. Volume 1 and Volume 2.
PUB DATE- Dec 89
NOTE- 556p.; For a related document, see HE 026 542.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; *Accountability; Colleges; Educational Improvement; *Educational Objectives; *Educational Planning; *Educational Quality; Elementary Secondary Education; Futures (of Society); Higher Education; *Long Range Planning; Social Change; Statistical Data; Universities
IDENTIFIERS- *Iowa

This two-volume report examines the planning needed in order that Iowa's higher education system can keep pace with, as well as anticipate, the state's future societal changes and educational needs. The report opens with a review of where Iowa and its education system now stand and looks at the expected shape of the state's economic and social future. This is followed by recommendations from the Task Force concerning higher education (and some for elementary and secondary education) that looks ahead for the next 20 years. Recommendations are summarized and explained within the areas of educational access, responsiveness, quality and accountability, and coordination. For each of these themes, the Task Force sets forth a concept, then a vision of how that theme may have worked out by the year 2010, and finally, specific recommendations for making it real. The appendix of the first volume includes a list of the members of the Higher Education Task Force, the Task Force meeting dates, and a suggested draft of legislation under which the proposed Higher Education Council could be established by the 1990 General Assembly. The second volume provides the statistical data concerning institutional characteristics, physical facilities, degree programs and special entities, faculty and staff data, student data, and revenue and expenditure figures for the state. (GLR)

ED 358 809 HE 026 560

Curry, Barbara K.
Instituting Enduring Innovations. Achieving Continuity of Change in Higher Education. ASHE-ERIC Higher Education Report No. 7, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 90p.; For a digest based on this report, see HE 026 562.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *College Planning; Collegiality; *Educational Innovation; Higher Education; Improvement; Leadership Responsibility; *Organizational Change; Organizational Communication; *Participative Decision Making; Postsecondary Education

dissemination is a major concern. (SLD)

ED 358 826 IR 016 106

Bollier, David
The Information Evolution: How New Information Technologies Are Spurring Complex Patterns of Change. Forum Report. A Report of a Conference on the Impact of Information Technology (Aspen, Colorado, August 6-9, 1992).
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Problems; Business; Change; *Communications; Conferences; Economic Impact; Futures (of Society); *Information Technology; Models; Organizational Development; Systems Development; *Technological Advancement; Theories
IDENTIFIERS- *Complex Adaptive Systems; *Technological Change

Because the summer of 1992 seemed a good time to reflect broadly on the many directions in which the technologies of the new Information Society are moving, the Aspen Institute Communications and Society Program convened a meeting of experts, leaders, and representatives of various information technology interests to lay the groundwork for future, more focused efforts. A significant aspect of the conferences was the use of a new paradigm for thinking about the impact of information technology, that of co-evolving complex adaptive systems. When new technologies are introduced into the workplace or other milieu, they often produce new tensions. These tensions were explored by conference participants. One participant, Murray Gell-Mann, introduced the theory of complex adaptive systems as a framework for understanding technological change. Complex adaptive systems are those that give rise to other systems, which in turn lead to still other systems. Understanding how complex adaptive systems behave offers useful insights into the behavior of contemporary business organizations. The information evolution in American business mimics the theory in many ways as the accelerating rate of communication within the business enterprise illustrates. The most profound impact of information technologies may be that they stimulate the development of new organizational models for understanding business. What the future holds for the complex adaptive systems that are evolving is discussed from the point of view of the market, the government's role, and the promise for change that complex adaptive systems offer. Appendix A lists conference participants, and Appendix B presents the purpose statement of the Communications and Society Program. (SLD)

ED 358 827 IR 016 107

Gutenko, Gregory
Selling Color: The Development and Marketing of the NTSC Color Television Broadcasting Technology and the Implications for HDTV.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Industry; Broadcast Reception Equipment;

library's background, purpose, current objectives, current computer facilities, staffing, and capacity for utilizing automated systems; (2) constraints on the development of automated systems, such as the lack of development and staff skills at remote library branches and the lack of funding for operating expenses; (3) the strategic significance of automation, which would facilitate key activities, allow for the development of a national database based on the MARC format, and improve information sharing at the governmental and parastatal levels; (4) the technical, legal, social and economic feasibility of automation; (5) additional applications for an automated system; (6) considerations involved in selecting equipment and a supplier; and (7) capital budget items and projected recurrent expenses. A copy of the consultant's schedule in Botswana, a list of persons consulted, and a job specification for a systems manager are appended. (KRN)

ED 358 845 IR 054 438

Butterworth, Margaret
The Concept of the Virtual School Library.
PUB DATE- Jul 92
NOTE- 10p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; Databases; Definitions; Electronic Mail; Elementary Secondary Education; Foreign Countries; Information Networks; Information Services; *Library Automation; *Library Role; *Online Systems; *School Libraries; *Telecommunications
IDENTIFIERS- Australia; Electronic Libraries; Examples; United Kingdom; *Virtual Libraries; *Virtual Reality

A library has the capacity to deliver much more than just its locally stored and owned resources. By using telecommunications, information can be sought from online databases and from other pupils in schools across the world. This paper includes: (1) an explanation of the link between "virtual reality" and the "virtual library," and the projected impact on traditional school libraries of the concept of the virtual collection; (2) a description of Campus 2000 in Britain and NEXUS in Australia, two online information services geared to the needs of schools; (3) an explanation of the use of commercial online databases in schools; (4) an explanation of the use of telecommunications by pupils to gather information from other pupils; (5) a case study of the use of electronic mail in Northern Ireland to help Protestant and Roman Catholic schools break down barriers; and (6) comments on the virtual school library and the role of the librarian. (Contains 21 references.) (KRN)

ED 358 846 IR 054 439

Drobnicki, John A.
The Confidentiality of Library Users' Records.
PUB DATE- 92
NOTE- 17p.

Towards the Millennium" (Stuart Ede); "From Microforms to Imaging: Document Storage in Transition" (Andrew G. Torok); "Intelligent Gateways: Functions for the Benefit of the Electronic Library" (Achim Osswald); "Wide-Area Information Server (WAIS) as the Hub of an Electronic Library Service at Lund University" (Anders Ardo and Traugott Koch); "Inter- and Intrabibliographical Relationships: A Concept for a Hypercatalog" (Eva Bertha); "CD-ROM in Heterogeneous University Environments" (Reinhard Nedela); "Successfully Managing a CD-ROM Network: Necessary Tools, Organizational Aspects, and Consequences for the Library" (Christian Heinisch); "CD-ROM Network as a Component of an Integrated Information System" (Sigrid Reinitzer); "Online Public Access Catalogs Serving Users in an Electronic Library Environment" (Ronald M. Schmidt); "ALEPH: Being Part of a Global Information Universe" (Robert Simon); "Service and Self-Service: The Electronic Library from the User's Point of View" (Maurice B. Line); "User Service Improvements Using OCR-Technology" (Morten Hein); "Understanding the Needs of Users: The Timeliness Factor" (Margaret Beckman and Ellen M. Pearson); and the "Conference Summary" (David Price). Most of the papers contain references. The seminar agenda and lists of participants and participating vendors are also included. (MES)

ED 358 864   IR 054 589

Pugh, Elizabeth, Comp.; Brandhorst, Ted, Comp.
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database through March 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 382p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Databases; *Documentation; Early Childhood Education; *Educational Research; Elementary Secondary Education; Higher Education; *Information Dissemination; Postsecondary Education; Resource Materials; Synthesis
IDENTIFIERS- ERIC; ERIC Clearinghouses; *ERIC Digests

Digests prepared by clearinghouses of the Educational Resources Information Center (ERIC) began to emerge seriously in 1984 as one of the most desirable and popular products of the various clearinghouses. Although ERIC Digests were not initially listed in the ERIC database because of their brevity, today they are entered routinely. This bibliography contains resumes for all digests entered into the database through March 1993, a total of 1,321 digests. Resumes as presented in the database are sorted in descending order by ED number, placing the most recent first. Subject and author indexes are included. Appendixes contain: (1) the names, addresses, telephone numbers, and brief scope notes of ERIC clearinghouses (ERIC Ready Reference 6); (2) a description of ERIC Digests (ERIC Ready Reference 9); (3) an alphabetical title list of digests (ERIC Ready Reference 10A); (4) a complete list of digests by clearinghouse (ERIC Ready Reference 10B); and (5) an accession number list of 1,062 ERIC Digests available in full text via online and CD-ROM systems. (SLD)

ED 358 865   IR 054 591

report concludes with a brief description of the application of the matrix for traditional and nontraditional age students in the LACCD. Data tables and nine references are included. (PAA)

ED 358 882   JC 930 313

Chen, May K. C.
Into the Downward Spiral: The Impact of Fee Increases and Course Reductions on LACCD Enrollment and Resources.
PUB DATE- Jun 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Budgets; Community Colleges; *Economic Impact; *Educational Finance; *Educational Legislation; Enrollment; *Enrollment Trends; *Fees; Financial Exigency; Paying for College; *Student Attitudes; Student Behavior; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

One of the strategies adopted by the California legislature to deal with the state's fiscal crisis was to raise college fees. As of January 1993, regular community college students in the Los Angeles Community College District (LACCD) are charged $10 per semester unit, and baccalaureate (B.A.) degree holders are charged $50 per semester unit. Moreover, the maximum cap of $100 on enrollment fees has been removed, meaning annual fees can reach $1,500 for B.A. degree holders. In addition, the state's fiscal downturn has led to course reductions in the LACCD. To understand the impact of these changes, and to generate data to assist decision makers in establishing effective policies, the LACCD conducted an analysis of recent enrollment trends in the district. Study findings included the following: (1) spring 1993 enrollment dropped by 8% from the previous spring, with an 18% decline in new students (approximately 10,000 students) and a 51% decline in B.A. holders (more than 5,000 students); (2) three-quarters of the 706 LACCD students surveyed in spring 1993 indicated that they have experienced problems finding classes and paying fees; (3) spring 1993 minority student enrollments continue to match or exceed their proportions in the local population; (4) students enrolling for career reasons increased from 21% in fall 1990 to 31% in spring 1993; (5) among B.A. recipients enrolled in spring 1993, 4% were receiving public assistance and 18% were unemployed; and (6) LACCD enrollment declines in spring 1993 represent a loss of approximately $3.1 million in state reimbursement and $1.4 million in fees. Detailed data tables are included. (PAA)

ED 358 883   JC 930 314

Levin, Bernard H.
Social Change, the Future of the Community College, and the Future of Community College Research.
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Association for Community College Research (New Orleans, LA, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Attitudes; Student Development; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- California

The Student's Ultimate Career Coursework, Employment and Student Services (SUCCESS) Handbook project was undertaken to identify student support services available through the California Community Colleges (CCC), increase student retention among special needs vocational education students, and identify common barriers to employment. The project began with formation of a SUCCESS Advisory Committee, comprised of representatives from CCC colleges in the San Francisco Bay area and private business and industry. Between December 1991 and March 1992, a survey was conducted of all 107 colleges within the CCC to identify areas of vocational student need. Five exemplary programs were selected to be described in the final Handbook: an amnesty education program at Long Beach City College, a fire fighter agility test at Crafton Hills College, a career training program for single parents and displaced homemakers at Napa Valley College, an avionics systems course at College of San Mateo, and an electroencephalographic technology program at De Anza College. Next, 100 special needs vocational students were surveyed during their first quarter of training to identify areas of concern and requirements. In addition, 100 students who had completed training were surveyed to determine their perception of training, student service availability, and placement assistance. Survey results were used to develop standards and procedures for a pilot project to establish a working relationship between vocational education programs, student services and job placement. Finally, results of the SUCCESS project were disseminated to Deans of Occupational Education at all 107 CCC's. Survey results and copies of project letters and survey instruments are included. (PAA)

ED 358 899 JC 930 333

The Student's Ultimate Career Coursework, Employment, and Student Services Guide: The SUCCESS Handbook.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 93
NOTE- 151p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part A), PL 101-392; for the final report on this project, see JC 930 332.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Ancillary School Services; Career Counseling; Community Colleges; Economically Disadvantaged; Educationally Disadvantaged; Guides; *Job Placement; Limited English Speaking; Program Descriptions; Program Evaluation; School Surveys; *Special Needs Students; Student Development; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *California

Utilizing data from comprehensive surveys of vocational education students' needs and on-site investigations, this handbook was developed to provide a systematic approach to link student services, job placement, and vocational education for special population students in the California Community Colleges (CCC). The first section describes the development of the handbook and that having stable friendships with many negative features was related to increases in perceived athletic competence. The findings suggest that adolescents perceive their competence as varying in different domains, and that friendships have distinctive effects on the various domains of self-perception. (SM)

ED 358 916   PS 021 294

State Legislative Summary: Children, Youth, and Family Issues. 1992.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Edna McConnell Clark Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- Dec 92
NOTE- 160p.; A publication of the Children, Youth, and Families Program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - General (130)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Health; Child Neglect; *Children; Child Support; Child Welfare; Day Care; Early Childhood Education; *Family Programs; Juvenile Justice; *Laws; Mental Health; Public Policy; *State Legislation; Substance Abuse; Welfare Services; *Youth
IDENTIFIERS- Family Law

This document is a compilation of legislation on issues critical to children and families, enacted during 1992 by the states and the District of Columbia. The laws pertaining to various issues are listed by state and briefly described. Issues are: (1) abuse and neglect (including background checks and screening, court procedures, financing, legal representation, prevention, treatment, training, reporting, and victim and witness protection); (2) child care and early childhood education (including administration, financing, regulation, and licensing); (3) child health (including administration, chronic conditions, and immunization); (4) child mental health (including administration, mentally retarded children, and treatment); (5) child welfare (including administration, adoption, family preservation, out-of-home placement, and financing); (6) family law (including custody, visitation, and divorce); (7) general issues such as administration, family support, and interagency coordination; (8) juvenile justice (including administration, penalties, financing, procedures, and records); (9) public assistance (including administration, welfare reform, housing and homeless assistance, and medical assistance); (10) substance abuse and control (including administration, detection, license revocation, penalties, and prevention); and (11) youth at risk (including collaborative initiatives, missing children, dropping out of school, and teenage pregnancy). The appendixes contain an index of current child support citations by subtopic, and a state-by-state listing of enactments by topic and citation. (SM)

ED 358 917   PS 021 308

A Compilation of Federal Education Laws. Volume II--Elementary and Secondary Education, Individuals with Disabilities, and Related Programs as Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor. U.S. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- Mar 93
NOTE- 678p.; Serial No. 103-D. For 1990 edition, see ED 338 383.

play in all cultures, this paper looks first at the historical development of theories of play, and then examines current theories of play and their implications in the teaching of music to young children. The first section reviews 19th and early 20th century theories of play, including Schiller's surplus energy theory, Hall's recapitulation theory, Groos's instinct-practice theory, Patrick's relaxation theory, and Froebel's insights into children's play and its importance in psychological and educational development. The next section provides an overview of more recent theories of play, including Parten's model of levels of social play and Freud's and Erikson's psychoanalytic theory of play. The paper pays particular attention to the role of play in Piaget's cognitive-development theory and Piaget's stages of play development from practice play to symbolic play to games with rules. The final theorist discussed is Sutton-Smith, who proposed the existence of rational and irrational play. The next section discusses the difficulty in integrating the many differing views of play and reviews Frost's efforts in this area. The final section focuses on early childhood music education, particularly Orff Schulwerk, in which play is used as a primary tool for learning. Singing games and the use of play in learning to play instruments are discussed. Finally, Stanwick's attempts to apply play theory to music education are described, highlighting his views of mastery, imitation, and imaginative play. (AC)

ED 358 935 PS 021 455

Braunwald, Susan R.
Differences in Two Sisters' Acquisition of First Verbs.
PUB DATE- 27 Mar 93
NOTE- 10p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Expressive Language; Individual Development; *Individual Differences; *Language Acquisition; *Language Processing; *Siblings; *Toddlers; *Verbs
IDENTIFIERS- *Systematic Analysis of Language Transcripts

This study examined prior qualitative differences in the process of the emergence of verb use in two sisters when they were each 12 to 24 months of age (the older sister is 2 years and 9 months older than the younger sister). Daily diaries on both children were kept by the mother, who noted emergent structure and vocabulary. Systematic Analysis of Language Transcripts (SALT) analyses of the data revealed a synchronous pattern of verb acquisition for the older sister and an asynchronous pattern for the younger sister. The form, meaning, and relational function of the older sister's verbs emerged simultaneously between 19 and 20 months of age. In contrast, the integration of the form, meaning, and function of verbs for the younger sister occurred as part of a gradual and incremental process of change in her language production. These results predict that individual differences in children's acquisition of verbs will occur and will co-vary with their chronological age and general approach to language acquisition. (MM)

ED 358 936 PS 021 456

DESCRIPTORS- *Interpersonal Competence; *Males; Peer Relationship; Popularity; Prosocial Behavior; *Social Behavior; *Sociometric Techniques; *Young Children

IDENTIFIERS- *Social Strategies

Using a detailed classification of 25 social strategies, this study investigated the relationship between children's sociometric status and their use of social strategies. Subjects were 220 boys, 5 to 7 years of age, who were classified into sociometric status types of popular, average, or rejected. Each subject generated as many responses as possible to four stories depicting different social problems: object conflict, object loss or damage, group entry, and activity conflict. Analysis revealed that popular boys generated more strategies than average boys from the categories of "compromise, take turns, negotiate" and "wait and hover," and fewer strategies from the category "aggress physically." Rejected boys generated more solutions than average boys from the categories "behave in a prosocial but unrealistic manner," "play something else with peer," and "wait and hover." Results also showed that social problem type strongly influenced strategy use. (MM)

ED 358 955 PS 021 479

Davis, Jessica

Drawing's Demise: U-Shaped Development in Graphic Symbolization.

PUB DATE- Mar 93

NOTE- 43p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Adults; Aesthetic Values; *Age Differences; *Artists; *Childrens Art; Comparative Analysis; Developmental Stages; *Freehand Drawing; Metaphors; Preschool Children; Preschool Education; Symbolism

IDENTIFIERS- Artistic Evaluation; *Childrens Drawings; Graphic Representation; Metonymy; *Symbolic Representation

This cross-sectional study examined the u-shaped development in graphic symbolization, a theory postulating that aesthetic properties of preschool children's drawings are similar to those of adult artists' drawings. Subjects were 140 artists and non-artists from 7 age groups, ranging from 5-year-old children to adults. All subjects were given the same 3 drawing tasks (draw: happy, sad, and angry), and the resultant 420 drawings were scored across 5 aesthetic dimensions. Analysis showed that across the dimensions of expression, balance, and use of line and composition, adult artist scores were significantly different from those of all other groups except for artist adolescents and 5-year-old children. In the use of symbolic vehicle and metonymic or metaphoric referent, artists performed differently from artist adolescents and 5-year-olds. Results support a view of the u-shaped development in which young children and artist adolescents occupy the two peaks of the u, with adult artists performing ahead of both these groups. Also, a progression was found in the construction of the referential connection underlying visual metaphor. Eleven drawings are included. (MM)

ED 358 956 PS 021 480

Ricciuti, Henry N.; And Others

Maternal and Family Predictors of School Readiness in Black, esteem is most likely to be fostered when children are esteemed and receive meaningful feedback in the form of appreciation rather than empty praise and flattery. Healthy self-esteem is more likely to be developed when children are engaged in activities for which they can make real decisions and contributions than in frivolous activities. Teachers can capitalize on children's in-born disposition to learn by engaging children in project work, which provides them with opportunity for discussion, initiative, and cooperation. Children's self-esteem can also be strengthened when they have the opportunity to develop and apply criteria for evaluating their own work. Such practices are more likely than trivial practices which engender self-preoccupation to build in children a sense of self-worth that can provide a foundation for their future lives. (BC)

ED 358 974 RC 018 723

Bendahmane, Diane, Ed.
Inter-American Foundation in Review. October 1, 1990 to September 30, 1991.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Role; Fellowships; Foreign Countries; *Grants; *International Programs; Nonprofit Organizations; Program Descriptions; Program Implementation; *Rural Development; Rural Education; *Technical Assistance
IDENTIFIERS- *Caribbean; *Latin America

This report summarizes the 1991 activities of the Inter-American Foundation (IAF). The IAF is an independent agency of the U.S. Government created in 1969 as an experimental alternative to established U.S. foreign assistance programs benefiting Latin America and the Caribbean. The IAF works to promote equitable, responsive, and participatory approaches to self-help development through awarding grants directly to local organizations throughout the region. Grants are generally awarded for 2 years and average $65,000. Many grants go to grassroots organizations, such as agricultural cooperatives or small enterprises. enterprises. Funding is also provided to larger organizations that provide local groups with credit, technical assistance and specific skills training. The IAF's operating budget for fiscal year 1991 was approximately $29.5 million. This report lists IAF's Board of Directors and Foundation Staff. It also includes: (1) letters from IAF's chairman and president; (2) a 1991 overview; (3) a section describing all grants, and grant supplements over $10,000; (4) profiles over $10,000 including profiles of six projects demonstrating how the foundation responds to local initiatives; (4) a description of the promotes the careers of grassroots development leaders and a listing of development leaders and a listing of the 1991 recipients; (5) a listing of publications and videos; (6) financial and statistical information about IAF; and (7) information on how to apply for a grant. This report also contains a map of IAF's regional offices. (LP)

ED 358 975 RC 018 744

Program Integration: An Alternative for Improving County Rural Human Services Delivery. Technical Paper No. 13.
PUB DATE- Mar 92

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; Elementary Secondary Education; *Faculty Development; Higher Education; *Humanities; Interprofessional Relationship; *Partnerships in Education
IDENTIFIERS- *Arkansas; Teacher Collaboration

Arkansas supports a statewide network of academic alliances in the humanities. Academic alliances are collaborative groups of school and college teachers in the same discipline, established to improve teaching and learning, promote ongoing professional development, and foster lasting professional relationships. Staff of regional educational cooperatives and a statewide project director engage in the following activities: (1) providing technical assistance, support services, and planning to local alliance; and (2) organizing new alliances and aggressively publicizing alliance activities. However, each alliance is a community of inquiry at the local level, whose participants determine the direction and success of their effort. In 1992, Arkansas had 20 established and 10 budding humanities alliances, located in all regions of the state and in both urban and rural areas. A statewide database contained 1,975 alliance members and other interested humanities scholars. Individual alliances in foreign languages, language arts, performing arts, social studies, and whole language are described. (SV)

ED 358 992 RC 019 165

Williams, Ellen U.; And Others
Rural Necessity as the Mother of Invention: Using Collaboration To Extend Services for Autism and Low-Incidence Handicaps.
PUB DATE- Mar 93
NOTE- 8p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Low Incidence Disabilities; Participative Decision Making; Problem Solving; *Rural Education; Special Education; *Teacher Education
IDENTIFIERS- Case Method (Teaching Technique); *Project CREST; *Teacher Collaboration

Collaboration can improve the quality of services provided to rural students with low-incidence disabilities such as autism. When there are few of these children scattered over a wide geographic area, they cannot be clustered for services. Other rural problems include inadequate funding, lack of qualified staff, need for staff training, inadequate facilities, and transportation problems. Persons with autism have impairments in communication and reciprocal social interaction and a limited repertoire of activities and interests. The potential service needs of such persons are numerous and extend throughout the life cycle. At Bowling Green State University, Project CREST trains preservice and inservice rural teachers from Appalachia to use collaboration skills. CREST participants are taught to implement a six-stage collaborative problem-solving process: goal setting, problem identification, intervention recommendations, implementation, evaluation, and follow-up and redesign. Participants practice their collaboration skills by developing plans of action for actual student cases. A case scenario of an autistic 6-year-old boy is

Early Intervention in Rural Northern Arizona.
PUB DATE- Aug 92
NOTE- 5p.; In: The Common Threads Conference (Missoula, MT, August 21-24, 1992); ED 356 110.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Community Programs; *Disabilities; *Early Intervention; *Indigenous Personnel; Models; Outreach Programs; *Paraprofessional Personnel; Preschool Education; Program Development; Reservation American Indians; *Rural Areas
IDENTIFIERS- *Arizona

This report describes an outreach program that provides service coordination and home-based early intervention for disabled infants and toddlers on the Navajo and Hopi reservations in Arizona. Developed by the Institute for Human Development (IHD), the outreach program uses paraprofessional instructional aides that are based in six northern Arizona reservation communities and speak the language of the communities they serve. IHD's paraprofessional model contains the following elements: (1) hiring and training local paraprofessional instructional aides who are familiar with the local culture, speak the local language, and are recognized and trusted; (2) identifying and evaluating children with disabilities within a 60-mile radius of the aide's home community, and forwarding referrals to the Division of Developmental Disabilities for confirmation of eligibility; (3) learning about specific resources in each community; and (4) encouraging local agencies to take over programs started by IHD and supporting new locally-administered programs with staff training and technical assistance. When a child is eligible for services, an Individualized Family Service Plan (IFSP) is developed that addresses the needs of both the child and the family. The annual IFSP is a team effort of parents, the paraprofessional aide, the IHD early intervention specialist, a case manager from the state agency, consulting therapists, and any others involved in the child's case. IHD also assists families with the transition from early intervention services to preschool programs. Advantages of this paraprofessional model are listed. (LP)

ED 359 011   RC 019 213

Miranda, Leticia C.
Latino Child Poverty in the United States.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; *Demography; *Economically Disadvantaged; Educational Attainment; Employment Level; Ethnic Discrimination; Ethnic Stereotypes; *Family Characteristics; *Hispanic Americans; Low Income Groups; *Poverty
IDENTIFIERS- *Latinos

Poverty among Latino children has soared during the past decade, accounting for half of the total growth in the number of American children who are poor. One in three Latino children was living in poverty as of 1989. Many Latino children are poor despite their parents' best efforts to pull their families out education, outdoor education, open-air classroom); and (3) Promising Programs and Practice (13) that have yet to be fully established. A one-page description of the program is provided for each in the "Excellent" category; briefer half-page summaries are provided for the "Quality" category; and one paragraph summaries for the "Promises" in print. All summaries contain information concerning the contact person and the guideline(s) of the program. The final section includes a very brief description of the National Diffusion Network (NDN), the names of locations of the region; NDN state facilitators and a brief sampling (21) of related NDN programs elsewhere in the United States. (MDH)

ED 359 027 SE 053 152

Kjoernsli, Marit; Jorde, Doris
Evaluation in Science: Content or Process?
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *International Studies; Knowledge Level; *Multiple Choice Tests; Pilot Projects; Science Education; Science Tests; Student Evaluation; *Test Construction; Test Validity
IDENTIFIERS- Assessment of Performance Unit (United Kingdom); *International Assn Evaluation Educ Achievement; Open Ended Questions; Performance Based Evaluation; Science Achievement; Science Process Skills; *Third International Math and Science Study

Science assessment has been included with mathematics and language assessment on the international level since the 1970s. This paper discusses techniques of assessment that have been utilized to measure science process skills. The first section discusses the Assessment Performance Unit, a British project with the aim of developing innovative methods in assessing science achievement. Six categories of science activities for assessment purposes were identified by the project: (1) use of graphical and symbolic representation; (2) use of apparatus and measuring instruments; (3) observation; (4) interpretation and application; (5) planning of investigations; and (6) performance of investigations. The second section discusses the International Science Studies conducted by the International Association for Evaluation of Educational Achievement (IEA). Assessment items used for the first and second studies are described. The remainder of the paper presents the assessment techniques that were piloted for use in the third study. The following categories of questions were used in the Third International Math and Science Study: (1) multiple choice items; (2) open-ended written items; (3) performance tasks, which produce a physical product beyond writing; and (4) performance tasks where the process of actually doing the task is documented and examined. Sample items for each of these categories are presented and discussed. (Contains 16 references.) (MDH)

ED 359 028 SE 053 278

perception of testing as a gatekeeper to curriculum reform and the revision of standardized tests to reflect current curricular reforms. A list of 36 references is included. (MDH)

ED 359 048 SE 053 467

Haury, David L.
Teaching Science through Inquiry. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Discovery Learning; Elementary School Science; Elementary Secondary Education; *Experiential Learning; *Inquiry; Problem Solving; Questioning Techniques; *Science Instruction; Secondary School Science
IDENTIFIERS- ERIC Digests; *Hands On Science; *Science Process Skills

From a science perspective, inquiry-oriented instruction engages students in the investigative nature of science. Inquiry involves activity and skills, but the focus is on the active search for knowledge or understanding to satisfy a curiosity. This digest further describes the distinguishing features of inquiry-oriented science instruction and provides a review of the literature on the benefits of teaching through inquiry. This document emphasizes that an emphasis on inquiry-oriented teaching does not necessarily preclude the use of textbooks or other instructional materials. As instructional technology advances, there will be more options for using a variety of materials to enrich inquiry-oriented instruction. (Contains 42 references.) (PR)

ED 359 049 SE 053 470

Mayer, Victor J.
Earth Systems Education. ERIC/CSMEE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; *Earth Science; Elementary Secondary Education; Environmental Education; Holistic Approach; Models; *Science Curriculum; *Science Education; *Science Programs
IDENTIFIERS- Earth; ERIC Digests; *Program for Leadership in Earth Systems Education

National concerns about the quality and effectiveness of science teaching have resulted in several efforts directed at restructuring the United States' science curriculum. This digest discusses recent initiatives of the Earth Systems Education. Topics discussed include: (1) efforts to understand the planet Earth; (2) the Program for Leadership in Earth Science Education (PLESE), a program designed to infuse more content regarding the modern understanding of planet Earth into the K-12 science curricula; (3) the Earth Systems Education framework; (4) Earth Systems education and science curriculum

Innovation; *Mathematics Education; Mathematics Instruction; *Standards; State Standards; Testing
IDENTIFIERS- *Alternative Assessment; Educational Issues; Mathematics Education Research; *National Standards

Current assessment practices in the classroom can affect the movement toward a child-centered curriculum in mathematics education. The mathematical community is addressing the challenge to implement standards in the areas of testing, assessment, and accountability in order to maintain this movement. This digest: (1) discusses what makes current assessment practices in mathematics education problematic, (2) outlines assessment principles to guide the mathematics education community in the establishment of assessment standards, and (3) reviews research results about alternative assessment. Current practices identified as problematic include tests that stress routine rote tasks instead of offering students the opportunity to demonstrate their mathematical powers; assessment that is used for ranking students and not as a tool of instruction; and instruction that teaches toward the test. Lists of the principles and goals established at the National Summit on Mathematical Assessment held in April 1991 and the principles developed by the New Standards Project are given to guide the development of assessment standards. Research results about alternative assessment practices involving portfolios, cooperative group assessment, and student behavior during assessment are cited. The drive toward standards-based education will not be complete without assessment standards. Contains 10 references. (MDH)

ED 359 070 SE 053 682

Smith, David Lawson; Carpenter, John N.
Indicators of Science and Mathematics Education in Nevada: School Year 1989-90.
PUB DATE- Oct 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Size; Elementary Secondary Education; *Enrollment; Equal Education; High Schools; High School Students; Institutional Characteristics; *Mathematics Achievement; Mathematics Education; Mathematics Teachers; Science Education; Science Teachers; *Sex Differences; Student Evaluation; Teacher Characteristics; *Teacher Qualifications; *Teacher Supply and Demand
IDENTIFIERS- *Nevada Proficiency Examination Program; *Science Achievement

This study is the first in a series of reports on the findings of a cooperative effort between the Nevada Department of Education and the Council of Chief State School Officers to implement a system of indicators of progress in math and science education. Achievement information from the Nevada Proficiency Examination Program is also included. The report provides three categories of indicators derived from various sources. First, student achievement indicators were taken from the 1989-90 school year results of the statewide assessment program that examined mathematics achievement of all third, sixth, and ninth grade students in Nevada. Second, instruction time and student participation in science and mathematics courses were examined. Third, indicators of teacher characteristics and preparation in math and science were derived from results of the Schools and Staffing Survey. A summary of results indicates that Nevada students perform, on the average, above national norms in can develop social competence and responsibility, community development, and political self-determination. Schools provide the natural starting place for children's activism. A 25-item list of references is included. (LBG)

ED 359 091 SO 022 751

Intercollegiate Sports (Part 2). Hearing on Title IX Impact on Women's Participation in Intercollegiate Athletics and Gender Equity before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 92
NOTE- 164p.; Serial No. 102-140.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Athletics; *Equal Education; Equal Opportunities (Jobs); *Federal Legislation; Federal Programs; Females; Government Role; Hearings; Higher Education; *Intercollegiate Cooperation; Sex Discrimination; *Sex Fairness
IDENTIFIERS- Congress 102nd; *Title IX Education Amendments 1972

This document presents the transcript of a Congressional hearing examining women's participation in intercollegiate athletics, gender equity, and the impact of those governing regulations on intercollegiate athletics as mandated by Title IX of the Education Amendments of 1972. The testimony of the following persons is included in the transcript: Merrily Dean Baker, Athletic Director, Michigan State University; Clarence C. Crawford, Associate Director, Education and Employment Issues, General Accounting Office; Chris Crissman, Office of Education and Employment Issues, General Accounting Office; Vivian L. Fuller, Associate Director, Intercollegiate Athletics, Indiana University of Pennsylvania; Christine H. B. Grant, Women's Athletic Director, University of Iowa; Phyllis Howlett, Assistant Commissioner, Big Ten Conference and Chair, NCAA Committee on Women's Athletics; Lee A. McElroy, Athletic Director, California State University; Richard D. Schultz, Executive Director, National Collegiate Athletic Association; and Ellen J. Vargyas, senior counsel for education and employment, National Women's Law Center. (DB)

ED 359 092 SO 022 792

Senior Officer Oral History Program Project Handlist. Revised.
PUB DATE- 2 Jan 92
NOTE- 278p.; For earlier edition, see ED 323 147.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Armed Forces; Federal Programs; Interviews; *Military Personnel; Military Service; *Oral History; United States History; Veterans

The Senior Officer Oral History Program (SOOHP) is sponsored jointly by the U.S. Army War College and the U.S. Army Military History Institute, as an educational service. As of 1992, this program includes over 2,000 hours of taped interviews and 100,000 transcribed pages covering 900 military personalities and special topics. This document is a handlist designed to aid researchers. The handlist is organized by project and its entries contain information such as the name of the interviewee, branch of service, year of interview, pages of transcript, name of interviewer(s), unit type, location of training, and researcher training are the principal activities of the Department of Educational and Psychological Research at the Malmo School of Education, University of Lund, Sweden. Research areas include: subject matter research; teacher and personnel research; adult education; student oriented research into the cross-curricular goals of the school system; and student oriented research focusing on students with special needs. The department produces a differentiated system of reports and publications addressed to different target groups: (1) works directed at an international audience of researchers; (2) text manuals aimed specifically at Nordic researchers; (3) research reports and bibliographic information directed at Nordic researchers and teacher trainers; (4) summaries, research articles, and experimental versions of study reports intended for teachers, student teachers, and teacher trainers; and (5) article offprints, compendiums, and so on directed toward varying audiences. Research training at Malmo culminates in a doctoral program containing the principal components of theory and methods, special topic courses, individual readings in general and specialized areas, and thesis work. The document includes information on obtaining further information and lists examples of current projects as well as some of the school's English language reports and publications. (SG)

ED 359 114   SO 022 960

Svensson, Anna
Non-Formal Education--A Worthwhile Alternative to the Formal Education in India? Case Studies from Ganjam, Orissa. Reprints and Miniprints, No. 757.
PUB DATE- Nov 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Community Development; *Community Education; *Developing Nations; Foreign Countries; *Individual Development; *Literacy; *Nontraditional Education; Role of Education
IDENTIFIERS- *India

This report discusses the advantages and disadvantages of non-formal education (NFE) compared to the formal school system in Ganjam, a rural district on the east coast of Orissa, India. The aim of the research was to investigate whether or not NFE, would be a worthy target of aid from the Swedish aid organization SIDA (Swedish International Development Authority). The document presents background information on the formal system and examines some of India's contemporary educational problems. The document introduces the concepts of NFE and describes the network of organizations dealing with NFE (both governmental and nongovernmental). Interviews and observations serve as bases for an analysis of the organization "United Artists' Association." The paper explores India's Operation Blackboard and the Total Literacy Project. (Contains 20 references.) (SG)

ED 359 115   SO 022 975

Romer, Gail H.; Henley, Tracy B.
Effects of Textbook and Teacher Definitions on Student Definitions of Psychology.
PUB DATE- 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN,

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- High Schools; High School Students; Interviews; *Local History; *Oral History; *Student Projects; Student Research; United States History; *World War II
IDENTIFIERS- *Indiana (Muncie); *Pearl Harbor

This document presents an oral history project in which 34 residents of Munice, Indiana were interviewed about their experiences and memories of the Japanese attack on Pearl Harbor, December 7, 1941. The project was conducted by the members of an Honors United States History class at Munice Southside High School. The students designed the interview instrument, selected the people to be interviewed, and interviewed them using tape recorders. Written transcripts were then composed into a readable format. The document contains a 16-item bibliography and appendices (participant letter, release form, interview log sheet, and interview questionnaire). (DB)

ED 359 138 SO 023 189

Bjerstedt, Ake, Ed.
Fifty Peace Educators: Self-Portraits in Passing from Twenty-Two Countries. Peace Education Reports No. 7.
PUB DATE- Apr 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *International Education; Interviews; *Peace; *Personal Narratives; Teaching Experience
IDENTIFIERS- *Peace Education

The project group "Preparedness for Peace" of the Department of Education and Psychological Research, Malmo School of Education, Sweden, explores ways of helping children and young people deal constructively with questions of peace and war. As part of its work, the project group collects viewpoints on the role of schools in pursuit of "peace preparedness." In this regard, experts with special interests and competencies in areas related to peace education have been interviewed by the project. This document presents excerpts from interviews with 50 peace educators representing 22 different countries. Answers given by interviewees to the question "As an introduction, could you say a few words about yourself and your interest in the field of peace education?" are the focus of the report. (DB)

ED 359 139 SP 034 182

Dorkenoo, Efua; Elworthy, Scilla
Female Genital Mutilation: Proposals for Change. Minority Rights Group International Report. Revised .
PUB DATE- Apr 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *African Culture; *Change Strategies; Child Health; Cultural Influences; Educational Practices; Elementary Secondary Education; *Females; Foreign Countries; Health Promotion; Higher Education; International Education; *Resistance to Change; Role of Education; *Sexuality; Teacher Education; Teacher Role; Traditionalism; Western Civilization;

Schedules; Student Evaluation; *Teacher Attitudes; *Teacher Behavior; *Teacher Responsibility

IDENTIFIERS- *First Week of School

The first year of teaching is difficult. New teachers are overwhelmed by all the "firsts" they must face in that year in order to survive it. This book serves as a reference for beginning teachers to help them get through all the "firsts" in teaching--things college professors spend little or no time explaining. For example, how to handle the first day of school or how to plan the first field trip. The volume is arranged in 20 chapters: (1) "Prepare Ye" (teachers begin the school year several days ahead of students); (2) "That All Important First Day"; (3) "Effective Classroom Management"; (4) "Plan, Plan, Plan"; (5) "Grouping Options"; (6) "Supervisory and School Related Personnel"; (7) "Surviving Your First Parent-Teacher Conference"; (8) "The Infamous Class Play"; (9) "Your First Class Trip and Let's Party"; (10) "The Truth about Bulletin Boards"; (11) "Learning Centers"; (12) "Designing Instructional Materials"; (13) "Testing: A Practical Guide"; (14) "First Encounters: Frequent Problems of First-Year Teachers"; (15) "Law Review--Teachers and the Law"; (16) "First Aid"; (17) "What You Should Know about AIDS"; (18) "Child Abuse and Neglect: What You Need To Know"; (19) "Educational Resources"; and (20) "School Calendar." (Contains 59 references.) (LL)

ED 359 158   SP 034 593

Snyder, Jo-Ann; And Others

Beyond Assessment: University/School Collaboration in Portfolio Review and the Challenge to Program Improvement.

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; Collegiality; *Competency Based Teacher Education; Elementary Secondary Education; Evaluation Methods; Higher Education; Pilot Projects; *Portfolios (Background Materials); Preservice Teacher Education; Program Development; Program Implementation; School Personnel; *Skill Development; *Student Teacher Evaluation; Teacher Educators; *Teaching Skills

IDENTIFIERS- *Collaboration for Improvement of Teacher Educ; Preservice Teachers; *Reflective Practice; Wayne State University MI

This paper reports on a pilot project conducted at the College of Education, Wayne State University (Michigan), to explore the potential of the portfolio process as a tool for assessing the professional skill development of student teachers and the effectiveness of the teacher preparation program. Project goals included the promotion and development of reflective, innovative professionals; provision of concrete evidence of student competency; and enhancement of collaboration with schools. A framework is provided for discussing implementation of the project, staff and student orientation, and recruitment of university faculty and school personnel as reviewers. Over 200 students presented portfolios before a 2-member review team composed of university and school personnel. Following the presentations, reviewers and students were given reaction sheets to record assessments of the overall process as well as of individual presentations. Responses suggest that most students felt the portfolio presented an accurate picture of their skills and experiences; reviewers indicated that a strong and (8) Establishing Administrative Support. The document concludes with an ethnographic summary, "An Interpretive Account of a Conference on the Preparation of Elementary Teachers of Science and Mathematics" (Kenneth G. Tobin). Three appendices provide the conference agenda and lists of conference presenters and conference participants. (LL)

ED 359 177 SP 034 620

Abdal-Haqq, Ismat, Comp.
Resources on Professional Development Schools: An Annotated Bibliography.
SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *College School Cooperation; Demonstration Programs; *Educational Change; Educational Principles; Elementary Secondary Education; Higher Education; *Information Sources; *Inservice Teacher Education; *Preservice Teacher Education; Program Development; Program Implementation; School Restructuring; School Role
IDENTIFIERS- *Professional Development Schools

The 119 annotations, as well as the other resources, that are included in this bibliography and resource guide relate to professional development schools (PDSs), professional practice schools, clinical schools, partner schools, and similar institutions. Because they are envisioned as exemplary settings where preservice, novice, and experienced teachers can hone their teaching skills and where innovations can be developed and tested, the PDS is often compared to the teaching hospital. Each is seen as playing a pivotal role in training skilled practitioners. The written sources that have been abstracted for this guide deal with a variety of topics related to PDSs: institutionalization, collaboration, definition, resource allocation, development, implementation, and evaluation. Concept papers, research reports, handbooks, bibliographies, course outlines, policy statements, and historical perspectives are represented. The appendices include lists of newsletters which frequently contain information on PDSs, audio cassette tapes of conference sessions related to PDSs, and groups or organizations that are associated with PDSs, as well as a fact sheet on the Clinical Schools Clearinghouse. (IAH)

ED 359 178 SP 034 622

Nutter, June
Project Right Way: An Anabolic Steroid Education Program.
PUB DATE- Mar 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993); for related document, see SP 034 623.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches,

Clauses Really Small Clauses?" (Miori Kubo); "The Performance of the Japanese Case Particles in Children's Speech: With Special References to "Ga" and "O" (Hiroko Miyata); and "On the Interpretation of the Past Tense and the Acquisition of English" (Keiko Sano). (VWL)

ED 358 727 FL 021 294

Endo, Mika
Some Problems in the Acquisition of Derived Nouns.
PUB DATE- 93
NOTE- 15p.; For the complete volume, see FL 021 293. Revised version of a paper presented at the special session of the MITA Psycholinguistics Workshop (Tokyo, Japan, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; English (Second Language); Foreign Countries; *Language Acquisition; *Linguistic Theory; *Models; *Nouns; Second Language Learning
IDENTIFIERS- *Universal Grammar

In the study of language acquisition, one of the central problems is how to bridge a qualitative gap between the primary linguistic data (PLD) that children are exposed to and the final state of a particular grammar that children acquire. Universal Grammar (UG) is assumed to play a crucial role in this problem. The aims of this report are: (1) to specify which subsystems of UG are involved in the course of acquiring derived nouns or what is given innately for the acquisition of derived nouns, if specified, (2) to make explicit what kind of information children have to receive from the PLD in order to get the same knowledge that adults have for derived nouns, and (3) to propose a learning model that is compatible with conditions (1) and (2). It is shown that derived nouns are productively acquired in accordance with the learning model proposed, and that uniformity condition, which is assumed to be included in UG, regulates the occurrence of overgeneralization. (VWL)

results of the different approaches to teaching English-as-a-Second-Language literacy skills is needed. Such research should consider not only the pedagogical and linguistic factors involved in the education of adults, but also the social and political implications of bilingualism and biliteracy with regard to equal opportunities and full participation in society. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 358 748   FL 800 648

Wrigley, Heide Spruck
Innovative Programs and Promising Practices in Adult ESL Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); *Literacy; Literacy Education; Metacognition; *Native Language Instruction; Second Language Learning; *Teaching Methods; *Videotape Recordings; Writing (Composition)
IDENTIFIERS- ERIC Digests

Promising practices in the adult English-as-a-Second-Language literacy field that were observed by researchers during site visits are described in this digest. These innovative programs provide a social context for literacy, allow learning through hands on experience, and use learner-generated materials. Some programs may use the native language as a bridge to English. Native language literacy programs have been used successfully in regions where non-literate learners share a common language. Most innovative programs put a primary focus on communication and a secondary focus on error correction. Many programs try to set aside time for discussion of language issues, including explanations of the patterns and structure of English. One promising approach for linking language awareness with meaning-based literacy is a process approach in which learners focus on meaning during the "creative stages" of writing (brainstorming ideas, class discussions, developing drafts) and on form during the revising and editing stages. Video applications also show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print. Although they differ in their specific approaches to language teaching and literacy development, innovative programs have one thing in common: Practitioner have found ways of helping learners to access literacy and use it in ways that are meaningful to them. (Adjunct ERIC Clearinghouse on Literacy Education) (LET) increases should be distributed, delineates the policies governing branch campus programs, and estimates the operating and capital costs associated with the Board's recommendations. It is believed that the state's goal can be met through efficient use of all resources, including full use of unused capacity at existing institutions, the construction of five branch campuses in urban areas, and continued enrollment growth at private institutions. The report also discusses the need for improved access and then discusses the state's enrollment policy, student financial aid, and future studies and monitoring efforts. Appendices include the percentile rankings of state participation rates of post-baccalaureate headcount enrollment for fall 1987; a comparison of Washington State degree production in 1986-87; the numbers for the headcount enrollment plan; and a list of the proposed branch campus degree programs for Washington State University, the University of Washington, Central Washington University, and Eastern Washington University. (GLR)

ED 358 769   HE 026 497

Adams, Howard G.
Mentoring: An Essential Factor in the Doctoral Process for Minority Students.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; *Academic Advising; *Doctoral Degrees; Graduate Students; *Graduate Study; Guidelines; Higher Education; Interprofessional Relationship; Mentors; *Minority Groups; *Teacher Guidance; *Teacher Student Relationship

This guide for doctoral students (especially those from minority groups) and their mentors examines the alliance between the doctoral student and his major professor (dissertation advisor). Mentoring is examined as an element of the doctoral process, including discussion of the roles of the mentor/protege in the alliance, the choosing of a mentor, the formalizing of the mentoring alliance, and the evaluation of the mentoring process (mentor checklist). Several points are stressed: (1) for minority students, good mentoring is a key variable for determining success or failure in completing a doctoral program; (2) selecting a mentor is critical in that the one chosen must have the time and interest to accept the student as a protege; and (3) the mentor, in order to have a successful mentor/protege relationship, needs to become familiar with the protege beyond the superficial level. The booklet concludes with information on effective mentoring techniques for faculty mentors and a list of things to do and not to do that the student should keep in mind when involved in a mentor relationship. Contains 10 references. (GLR) of high school graduates from 1978 through 1992. Table 2 shows a 15-year trend of the college-going rate, within and outside New York State. Tables 3, 4, and 5 show, respectively, the distribution of 1991-92 high school graduates of public schools, nonpublic schools, and public/nonpublic schools combined. These tables are arranged by county within geographic region. Table 6 displays the distribution of high school graduates by racial/ethnic group. (Author/JB)

ED 358 789   HE 026 520

College and University Admissions and Enrollment: New York State, Fall 1991.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Admission; Colleges; Credit Courses; Enrollment; Enrollment Rate; *Enrollment Trends; Full Time Students; *Graduate Study; Higher Education; Noncredit Courses; Part Time Students; *Professional Education; Statistical Data; *Undergraduate Study
IDENTIFIERS- *New York

This publication offers 17 tables of data on higher education admissions and enrollment in New York State for Fall 1991. The degree-credit and noncredit enrollment information is in the first 15 tables. Tables 1-3 present general trends and summaries of degree-credit enrollment. The next four tables provide summaries of first-time degree-credit enrollment, degree-credit by institutional classification, noncredit enrollment by institutional classification, and enrollment data by institution, respectively. Additional tables cover undergraduate information including: undergraduate enrollment, organized occupational enrollment by subject area, upper division enrollment by subject area, and unclassified enrollment. Tables also present first-professional degree enrollment information by subject area and unclassified. Tables presenting data on graduate enrollment are organized for: (1) masters' degree programs by subject area, (2) doctoral degree programs by subject area, (3) unclassified enrollment, and (4) graduate certificate programs. The section on admission trends identifies trends by institutional sector and presents data on admissions status and applications received and accepted, and full-time students enrolled, by institutional classification. (JB)

IDENTIFIERS- Learning Communities

Introducing enduring innovations into a higher education organization requires commitment and support from colleagues. Organizational change involves three steps: (1) mobilization; (2) implementation; and (3) institutionalization. Without institutionalization, the innovation is likely to be terminated despite how well it may be communicated and implemented. The level of influence within the organization directly attributable to the innovation can be construed as being the extent of its institutionalization. Factors influencing longevity of innovations include the intensity of direction and support from organizational leaders, decision making and communication concerning the innovation's essential features, and incorporation of the dissident voice. Learning organizations, such as universities, can become innovative communities, where such innovation results in productive behavior, if organizational members have valid information upon which to base their actions and are thus more able to control what happens to them as community members. An organization's leaders and members must be flexible in developing innovations and setting levels at which these changes will achieve institutionalization. Contains 75 references and an index. (GLR)

Color; Educational Technology; Futures (of Society); Marketing;
*Mass Media Role; Networks; Problems; Public Opinion;
Standards; *Technological Advancement; *Television; United
States History; *Videodisks
IDENTIFIERS- *High Definition Television

The introduction and acceptance of color television and the National Television System Committee (NTSC) color standard are reviewed for the lessons they hold for the future of high definition television (HDTV). Between 1946 and 1974, 28 years of salesmanship were required to move color television from the experimental phase to its assimilation into broadcast production and consumer expectations. The NTSC color broadcasting standard has been in use for over three decades, but has enjoyed casual acceptance for a much shorter period. It is finally securely entrenched, but is, in fact, technologically obsolete. HDTV faces obstacles as great as those faced by color television in the past. The major problem is that low-definition NTSC already occupies the space needed for existence in the broadcast frequencies and studios and in American homes. Unlike color television, HDTV is not obstructed as a video standard in other applications, and HDTV has a toehold in the United States as a specialized video production format. Issues of compatibility with existing equipment and formats are a major factor in the introduction of HDTV as they were for color television. It is probable that consumers will accept different formats for different purposes, and that HDTV will be accepted along with existing television. (Contains 49 references.) (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Confidentiality; *Confidential Records; Constitutional Law; Court Litigation; Freedom of Information; Intellectual Freedom; Interlibrary Loans; Legal Problems; Libraries; Library Circulation; Library Services; *Privacy; *Public Libraries; State Legislation; *Users (Information)

Many activities that take place in the library, including circulation and interlibrary loan and reserve requests, result in the creation of records linking clients to specific kinds of information. Several groups, including law enforcement officials, have attempted on various occasions to gain access to these records. This research paper provides a broad overview of the legal and ethical issues regarding the confidentiality of library user's records, including federal, state, and court protection for the confidentiality of library records, the status of library records that are part of a public institution, and a minor's right to privacy. The paper also discusses several prominent cases related to the privacy issue. (Contains 29 references.) (Author/KRN)

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1992. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 101p.; For the 1991 edition, see ED 348 053.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 275 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1992. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publication included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Language and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/ Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

DESCRIPTORS- *College Planning; *College Role; Community Colleges; Educational Needs; Educational Research; Educational Responsibility; *Institutional Research; Relevance (Education); *Role of Education; Social Responsibility; Two Year Colleges

Focusing on the social forces acting upon community colleges, this paper reviews possible modes of response by the colleges, focusing specifically on the role of institutional research. The first section presents an overview of the social forces affecting community colleges, discussing the 16% increase in two-year college enrollments in the 1980's; the impact of limited federal, state, and local funding; the financial stress caused by growing prison populations, health care costs, and public school costs; increasing percentages of minorities and changing family demographics; and the declining availability of full-time work. The next section discusses possible modes of response by the community colleges. Likely responses include establishing or maintaining affirmative action programs, increased use of advanced technology to provide instruction, an increased importance assigned to institutional research to enable colleges to adapt, a continued emphasis on accountability, and a decision on the part of colleges to become more elitist or retain a traditional open-admissions orientation. The last section focuses on the role of institutional research in the changing world of the community college, emphasizing the importance of colleges taking a proactive, rather than reactive, stance. With a proactive approach, institutional research will produce more than routine descriptive statistics; it provide models for long-term planning in a rapidly changing environment. A 27-item bibliography is included. (MAB)

the general goals of the project, while the second section describes the following exemplary career programs at CCC institutions: the Avionics Systems Maintenance Technician Program at College of San Mateo; the Fire-Fighter Agility Test Qualification Program at Crafton Hills College; and the Health Technologies Electroencephalographic Technologists Program at De Anza College. This section also provides information on choosing a career and includes a list of labor market resources. Next, the handbook presents a facilitator's guide for conducting a 12- to 24-hour Employment Workshop, including activity materials, sample job applications, and resume outlines. Then, a five-chapter employment handbook for students is presented, with detailed information on finding available jobs, contacting employers, interviewing, and writing a resume. The next section provides descriptions of two exemplary student services efforts at CCC institutions: the English as a Second Language/Amnesty Education program at Long Beach City College, and the New Horizons Project for Single Parent/Displaced Homemakers at Napa Valley College. In addition, this section describes the different student services most commonly found in CCC institutions. The final section provides contact people and addresses for various health, legal, community, and housing services located in Santa Clara County, as well as a list of special hotline numbers. (PAA)

LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; American Indian Education; *Compensatory Education; Disabilities; *Educational Legislation; *Educational Policy; *Elementary Secondary Education; *Federal Legislation; Federal Programs; Government Role; Hawaiians; Homeless People; Immigrants; Minority Groups; *Public Education; Public Libraries; Public Policy; Refugees; Special Education
IDENTIFIERS- *Elementary Secondary Education Act; Entitlement Programs

The first of the nine parts of this compilation of laws concerns elementary and secondary education programs and contains: (1) the Elementary and Secondary Education Act of 1965, which addresses basic education, critical skills improvement, assistance for magnet schools, special programs, drug education, school dropout problems, and bilingual education; (2) the Omnibus Budget Reconciliation Act of 1981, which concerns human services programs; (3) Public Law 874, which deals with financial assistance for local educational agencies; and (4) Public Law 815, relating to the construction of school facilities in areas affected by Federal activities. Part II, which is concerned with the education and training of individuals with disabilities, contains the Individuals with Disabilities Education Act and the Education of the Deaf Act of 1986. Laws pertaining to Indian education are presented in part III. These laws are the Indian Self-Determination and Education Assistance Act, Indian Education Assistance Act, Snyder Act of 1921, Johnson-O'Malley Act of 1934, Education Amendments of 1978, Tribally Controlled Schools Act of 1988, and Indian Education Act of 1988. Parts IV and V contain the Refugee Education Assistance Act of 1980 and the Stewart B. McKinney Homeless Assistance Act. Title IV of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 is presented in part VI. Title IV deals with the education of native Hawaiians. Part VII contains the Adult Education Act and the National Literacy Act of 1991. Finally, parts VIII and IX contain legislation related to additional programs to improve elementary and secondary instruction and legislation related to public libraries and other public property. (SM)

Children in Divorced Family Systems: New Approaches.
  Presentations at NCCR's Annual Conference (4th, Arlington,
  Virginia, October 13-15, 1989).
PUB DATE- Oct 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Custody; *Childrens Rights; *Court Litigation; *Divorce; Family (Sociological Unit); Family Relationship; Innovation; Legal Problems; *Parent Child Relationship; Stepfamily
IDENTIFIERS- *Parental Alienation Syndrome

The National Council for Children's Rights (NCCR) is a child-advocacy group that works to assure a child the right to two parents. This proceedings contains three presentations from the NCCR's fourth annual conference and highlights of the remaining presentations. The proceedings include: (1) a welcoming address by NCCR President David L. Levy, who highlighted the activities, accomplishments, and goals of the council; (2) an overview and the complete text of "When a Parental Alienation Syndrome Is Present," by Richard A. Gardner, which discusses the characteristics of and appropriate approaches to severe, moderate, and mild cases of parental alienation syndrome and offers recommendations for families in which the syndrome is present; (3) "How To Win as a Stepfamily," by Emily Visher and John Visher; (4) "Family Systems Theory," by Michael E. Kerr; (5) "(Partial) Overview of the Family Support Act of 1988," by Ronald K. Haskins; (6) "Evaluation of Sole and Joint Custody Studies," by John L. Bauserman; (7) "An Overview of Access (Visitation) Research," by Anna D. Keller; (8) "Visitation Mediation Service," by Hilda Pemberton and Carolyn Billingsley; (9) "Banana Splits: A School-Based Program for the Survivors of the Divorce Wars," by Elizabeth M. McGonagle; (10) "Redefining the Family: What Is It That Makes a Family a Family?" by Lita Linzer Schwartz; (11) "Open Adoption: A New Way of Blending Families," by Jon R. Ryan; (12) "Litigating for Joint Legal Custody," by Jerry Solomon; (13) "Conflict Resolution: Positive Tools for Effective Results," by Michael L. Oddenino; and (14) a summary and the text of "A Three-Phase Proposal for Resolving Child Custody Disputes without the Utilization of Adversarial Proceedings," by Richard A. Gardner. (AC)

Hispanic and White 6- and 7-Year Olds.
PUB DATE- Mar 93
NOTE- 12p.; Summary of poster presentation at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Youth; Comparative Analysis; Elementary School Students; *Ethnicity; *Family Characteristics; *Family Influence; Hispanic Americans; Low Income Groups; Mother Attitudes; *Predictor Variables; Primary Education; *School Readiness; Whites; *Young Children
IDENTIFIERS- *Ethnic Differences

This study identified maternal and family environmental characteristics predictive of school readiness in Black, Hispanic, and Caucasian children, and evaluated how these predictors operate in equivalent or dissimilar ways in the three ethnic groups. Subjects were approximately 600 6- and 7-year-old children of women participating in the National Longitudinal Study of Youth (NLSY), a yearly survey of youth (with an oversample of Black and low-income Caucasian subjects) who were first interviewed in 1979. Data for this study were obtained in 1986, when the mothers were 21 to 29 years old. Home visits and interviews provided extensive background information from which a variety of maternal and family environment measures were derived. Measures of children's school readiness and early achievement were also obtained during the home visits. Analysis indicated that several maternal and family predictors (including maternal ability level, maternal education, and family poverty status) showed consistent significant correlations with children's school readiness and achievement in all three ethnic groups. Grade level was also a significant predictor, especially for reading and math. The only variables that appeared to play different roles depending on ethnicity were spouse education and traditional maternal attitudes toward women's roles, which were significant predictors primarily among Hispanic families. (MM)

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Categorical Aid; *County Programs; *Delivery Systems; *Human Services; Policy Formation; Program Design; *Program Improvement; *Rural Areas; Rural Youth; State Agencies
IDENTIFIERS- *Integrated Services; *Pennsylvania

This report examines program integration as a way to improve the delivery of rural human services in Pennsylvania. A panel of policymakers, human services providers, and representatives of state agencies identified barriers to effective rural human services delivery and generated policy recommendations. Most county-based human services in Pennsylvania, including services related to aging, children and youth, drug- and alcohol-abuse, and mental health/mental retardation, are provided through separate or categorical county agencies. Problems associated with categorical human services delivery include: administrative duplication, treating interrelated problems separately, forcing clients to shop for services, promoting competition among client groups for scarce resources, and inappropriate funding to rural counties for their human services needs. Program integration would involve the creation of a single department at the county level responsible for providing all human services programs. Case studies comparing categorical and integrated human services agencies are presented. Strengths of the integration approach are: reduction of county administrative costs, referral of clients for the most cost-effective treatment, provision of family-centered treatment, promotion of comprehensive planning, encouragement of staff communication and cooperation, and reduction of client "shuffling" between separate agencies. The panel recommended that integration of county human services should not be mandated by the state but instead should be encouraged through changes in state policies and procedures. Descriptions of policy options are included. (LP)

presented along with the plan of action developed to meet one behavioral objective. (SV)

ED 358 993   RC 019 166

Bull, Kay; And Others
The Dropout Problem as Perceived by School Psychologists and Administrators.
PUB DATE- Mar 93
NOTE- 7p.; In: Montgomery, Diane, Ed. Rural America: Where All Innovations Begin. Conference Proceedings (Savannah, GA, March 11-13, 1993); see RC 019 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Dropout Characteristics; *Educational Attitudes; Mail Surveys; Principals; *Rural Urban Differences; School Psychologists; Secondary Education; *Sex Differences; Superintendents
IDENTIFIERS- Rural Suburban Differences

A survey of 1,300 school administrators and 441 school psychologists examined perceptions of the causes of dropping out (891 administrators returned usable surveys for a response rate of 71.8%; the school psychologists' sample was part of a larger study that had yielded a response rate of 57%). Using a 5-point Likert scale, respondents rated 42 items on two questions: whether the item contributed to dropping out and whether enough research had been conducted to resolve that aspect of the dropout problem. Overall, the cause of dropping out ranked highest by school administrators and school psychologists was a dysfunctional or unstable family life, followed by lack of hope of graduating, substance abuse, emotional problems, alienation from school, parental problems, illiteracy, frustration, child abuse, and truancy. Males were more likely to identify causes related to parental and community support, while females identified causes that resided in the treatment of the child (educationally, socially, or economically). School administrators tended to choose items related to family and community over school-related items. School psychologists tended to believe dropping out was related to lack of money or parent support. Few differences emerged among rural, urban, and suburban groups. Rural respondents were more likely than others to cite conflict with teachers as a contributing factor. (SV)

of poverty and despite the fact that they are "playing by the rules." Poor Latino children often live with both parents and have at least one employed parent. Immigrant Latinos are even more likely than U.S.-born Latinos to exemplify traditional work and family values, as indicated by high rates of male labor-force participation and low levels of out-of-wedlock childbearing. Contrary to typical stereotypes of unwillingness to work, key factors contributing to high Latino child poverty rates include: (1) parents' low hourly earnings; (2) parents' low educational attainment; (3) Latina women's smaller likelihood of working outside the home; and (4) widespread employment discrimination. Regardless of race or ethnicity, poor children are much more likely than nonpoor children to suffer developmental delay and damage, to drop out of high school, and to give birth during the teen years. Because Latino children represent the fastest growing group of children and the future workforce, it is in the United States' self-interest to ensure that they mature into productive adults. This report includes data on Latino population trends, labor force participation, birth rate, teenage births, poverty rate, income, place of residence, health insurance coverage, female-headed families, educational attainment, female employment, family size, and receipt of government assistance. (KS)

Physics AB Course of Study. Publication No. SC-953.
PUB DATE- 90
NOTE- 163p.; For course outlines in Biology AB and Chemistry AB, see SE 053 279-280.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Course Descriptions; Electricity; Heat; High Schools; Light; Mechanics (Physics); Nuclear Physics; Optics; *Physics; Relativity; *Science Activities; *Science Curriculum; Science Education; *Science Experiments; *Science Instruction; Scientific Concepts; Secondary School Science; Teaching Methods; Thermodynamics; Thinking Skills; Units of Study
IDENTIFIERS- California; *California Science Framework; Science Process Skills

This course of study is aligned with the California State Science Framework and provides students with the physics content needed to become scientifically and technologically literate and prepared for post-secondary science education. Framework themes incorporated into the course of study include patterns of change, evolution, energy, stability, systems and interaction, and scale and structure. The course of study is divided into four sections. The first section provides an overview of the course and includes a course description, representative objectives, a time line, and the sequence of instructional units. The second section presents the course's five instructional units and enumerates the required concepts and skills to be taught. The first unit on mechanics is covered in the first semester. The four units for the second semester include heat and thermodynamics; electricity, magnetism, and electromagnetism; light and optics; and modern physics. The third section on lesson planning discusses various teaching strategies that foster scientific ways of thinking and encourage student creativity and curiosity. Five sample lesson plans identifying specific objectives, instructional activities, practice formats, individual learner differences, and evaluation methods are provided. Twenty-six experiments concerning concepts covered in the five units are included. The fourth section contains three appendices: a list of 37 resources; a list of the standards for Physical Science from the "Model Curriculum Standards, Grades Nine through Twelve"; and a statement on physics preparation expected of entering freshman in the State of California. (MDH)

restructuring; and (5) Earth systems education projects. Earth Systems Education offers an effective curriculum development strategy that infuses planet Earth concepts into all levels of the K-12 science curriculum, and provides an organizing theme of an integrated science curriculum that could effectively serve the objective of scientific literacy and recruitment of talent into science and technology careers. Contains 16 references. (MDH)

ED 359 050   SE 053 471

Beynon, John, Ed.; Mackay, Hughie, Ed.
Computers into Classrooms: More Questions than Answers.
PUB DATE- 93
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Academic Records; Art Education; Careers; Case Studies; Communications; *Computer Assisted Instruction; *Computer Managed Instruction; Computers; Computer Uses in Education; Discovery Learning; Discovery Processes; Educational Research; *Educational Technology; Elementary Secondary Education; Equal Education; Females; Foreign Countries; Instructional Materials; Mathematics Education; *Microcomputers; Records Management; Sex Differences; *Teaching Methods; *Technological Literacy; Technology Education
IDENTIFIERS- Collaborative Writing; *United Kingdom

This is one of a series of three books addressing the question of the nature of technological literacy. This volume, consisting of an introduction, an epilogue, and 12 chapters, focuses on classrooms and classroom processes involving computers and deals directly with teacher and student usage of microcomputers in teaching and learning. The 12 chapters are: (1) "Computers and Exploratory Learning in the Classroom" (Richard Ennals); (2) "Siuli's Maths Lesson: Autonomy or Control?" (Alec Moore); (3) "A Case Study of Microcomputers in Art Education" (Robert Blomeyer); (4) "Appropriate Tools? IT in the Primary Classroom" (Les Watson); (5) "Word-Processors and Collaborative Writing" (Graham Peacock); (6) "What Can't Speak Can't Lie: Computers and Records of Achievement" (Christopher Pole); (7) "The Training Materials Network" (Nicholas Peacey); (8) "Mapping the Offers: Databases of Special Educational Needs INSET" (Oleg Liber); (9) "Computing: An Ideal Occupation for Woren?" (Peggy Newton and Eevi Beck); (10) "Gender Equity and Computing in Secondary Schools: Issues and Strategies for Teachers" (Lorraine Culley); (11) "Computers, Dominant Boys and Invisible Girls: Or 'Hannah, it's not a toaster, it's a computer!'" (John Beynon); (12) Micros in Action: Three Classroom Case Studies" (Mary Shooter, Patricia Lovering, and Sheila Bellamy). The epilogue is "Technological Literacy: Where Do We All Go From Here?" (John Beynon). A section of notes on the contributors and an index are provided. (MDH)

mathematics at grades three, six, and nine. The amount of time spent on mathematics in Nevada's elementary schools and Nevada's eighth grade enrollments in algebra compares well with other states studied. Three concerns regarding mathematics and science education were raised: (1) effective means of encouraging students to take mathematics and science upper level courses must be established; (2) female students should be encouraged to participate in upper level mathematics and science courses, and qualified minority and female mathematics and science teachers should be recruited; and (3) attention should be directed toward the high number of mathematics teachers teaching without certification in mathematics. (MDH)

operation, and period of service. Some of the projects listed are topical oral history projects such as The Last Days of Vietnam or Grenada 1983. Other projects have titles such as Division Command Lessons Learned, Operation DESERT STORM, and Company Command in Vietnam (1981-1985). Two appendices are included: Senior Officer Debriefing Reports, and Combat Developments Command Debriefing Reports. (DB)

ED 359 093 SO 022 797

Freedman, Susan Alexandra
A Bi-Dimensional Approach to Measuring the Gender Schema.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Psychology; *Cognitive Structures; College Students; *Females; Higher Education; Males; *Psychological Studies; *Schemata (Cognition); *Sex; Social Science Research
IDENTIFIERS- *Gender Schema Theory

Cognitive structures concerned with processing information about gender have been called gender schemas. Research about gender schematicity often has involved self-reporting measures of traits. These measures consisted of empirically chosen adjectives that were desirable for both sexes, but judged more typical of females or males. The current study measured gender schematicity using both traits and careers and involved 20 female college students enrolled in an introductory psychology course. The gender schema was measured using a response time latency measure. The time between presentation and response was considered to reflect the availability of the gender schema. Individuals were to respond "yes" or "no" to a series of stimulus words. These words consisted of traits and careers, presented in random order. The subjects' task was to determine whether or not each trait was self descriptive, and whether or not each of the careers was appropriate for her to consider. Based on the response times, the findings indicated that female traits were encoded most successfully, followed by masculine traits, which received more elaborate encoding than neutral traits. Results also showed that, for careers, masculine traits were the most successfully encoded, and feminine traits received the least elaborate encoding. Thus, while the female subjects may be considered to be feminine schematic for traits, it is equally true that they are not feminine schematic for careers. Two charts regarding "Attributes" and "Careers" are attached. Contains 23 references. (DB)

November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Higher Education; Psychological
Studies; *Psychology; Social Science Research; Student
Attitudes; Teacher Attitudes; *Textbook Evaluation;
Undergraduate Students; Undergraduate Study

Two teachers gathered psychology definitions from 1,000 college students enrolled in introductory psychology classes on the first and last days of class during two successive fall terms at the University of Tennessee. A word analysis of first-day definitions suggested three major themes: behavior, mind/brain, and environment. These terms showed that the conventional wisdom of these students about how psychology is defined remained consistent, in most ways, with actual textbook definitions. Last-day definitions revealed very close agreement with definitions contained in the text and used by the teacher in the introductory psychology class. Introductory textbook authors and teachers of introductory classes should understand prevailing, conventional definitions of psychology and be aware of the influence a textbook definition and the definition teachers use in class have on the students' view of psychology. (Author)

Womens Studies
IDENTIFIERS- Africa; *Genitourinary System; *Human Mutilation; United Nations Decade for Women

In Africa today, women's voices are being raised against female genital mutilation. Inspired by the United Nations Decade for Women, this report seeks to present information in a logical, coherent manner to stimulate support for eradication of the practice. It describes steps African governments, Western states, and international agencies can take to end the custom. The report discusses the facts, the practice, and the complexity of the female genital mutilation issue; international initiatives and actions, programs, and proposals; the situation in Northeast Africa, Sudan and the Horn of Africa, East Africa, West Africa, and the Western World; directions for the future; and active organizations. The information can be used as a resource for those concerned with the health and welfare of women and children, and with development, social change, and human rights. In Western countries, the fact that female genital mutilation may be practiced in African immigrant or refugee communities demonstrates that teachers must be educated about the practice. Other roles for education include: expanding educational practices currently available; integrating health promotion and counselling against female genital mutilation; and supporting parents who might be considering refraining from the practice. (LL)

sense of collegiality emerged during the review process. Informants' suggestions will be used to form the basis for policy recommendations in future rounds. (LL)

ED 359 159   SP 034 597

Burgess, Robert G.; And Others
Implementing In-Service Education and Training.
PUB DATE- 93
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; Educational Research; Elementary Secondary Education; Faculty Development; Foreign Countries; *Inservice Teacher Education; Models; Needs Assessment; Problem Solving; *Program Development; Program Evaluation; School Districts; Teacher Educators; *Teacher Participation; *Teacher Role; Teaching Skills; Theory Practice Relationship; *Training Methods
IDENTIFIERS- *England

This volume is about inservice education and training (INSET) and the professional development of teachers from four local educational authorities (LEAs) in England; the key role of teachers in providing and evaluating INSET; representations of varied styles of INSET; problem solving; and a range of alternative models and styles of INSET for practitioners to consider and adapt to their own needs. The book is organized into 10 chapters: (1) "The Context of In-Service Education and Training" (Robert G. Burgess); (2) "Styles and Strategies of Evaluating INSET" (Malcolm Newton); (3) "A Staff Development Group at Work" (John Connor); (4) "Being an INSET Coordinator" (Sheila Galloway); (5) "The Teacher as Trainer" (Marlene Morrison); (6) "Identifying INSET Needs" (Sheila Galloway); (7) "In-Service Training and Disruption in Secondary Schools" (John Connor); (8) "Professional Development Days" (Marlene Morrison); (9) "Continuity and Profession: The Case of Cross-Phase INSET" (Sheila Galloway); and (10) "Epilogue: Does In-Service Education Have an Effect on Classroom Practice?" (Robert G. Burgess and Sheila Galloway). (Contains approximately 100 references.) (LL)

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Adults; Athletes; Case Studies; *Drug Use; *Health Education; Health Promotion; Learning Activities; Program Design; *Program Implementation; School Involvement; Secondary Education; Secondary School Students; Worksheets

IDENTIFIERS- *Steroids

There is increasing concern by medical experts in this country about the use of anabolic steroids by teenagers. Over one million Americans are believed to be currently using or have used the synthetic hormones in the past. While drug testing and a reduction in the supply of the drugs appear to be reducing the number of adult users, use by teenagers may be on the rise. Although anabolic steroids are mainly used to enhance athletic performance, they are also taken to improve physical appearance. In spite of the fact that anabolic steroids are associated with short term behavior and long term health problems and may function as gateway drugs, fewer than 25 percent of the nation's schools provide information about anabolic steroids. "Project Right Way: An Anabolic Steroid Education Program" addresses the need to provide accurate information about anabolic steroids and healthy alternatives to both adults and adolescents in order to enable individuals to make informed decisions concerning anabolic steroid use. The program provides situations, case studies, learning activities, worksheets, and questions and answers that can be utilized by individuals planning and implementing anabolic steroid education programs. (Contains 13 references.) (Author/LL)

ED 359 179 SP 034 623

Nutter, June
Knowledge about Anabolic Steroids of Rhode Island Adolescents: Implications for Education Programs.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993); for related document, see SP 034 622.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Athletes; *Drug Use; Early Intervention; Females; *Health Education; Health Promotion; *Knowledge Level; Males; Program Development; School Involvement; Secondary Education; Secondary School Students; *Student Attitudes; *Student Needs
IDENTIFIERS- *Steroids

Although anabolic steroids are associated with short term behavior and long term health problems, few schools address this issue. Adolescents were surveyed to determine their general knowledge of anabolic steroids, attitudes related to fair play, and interest in limiting anabolic steroid use. Data from 322 boys and 331 girls in grades 7-12 were evaluated. Findings indicate: 3 percent of students used anabolic steroids; of the users, 67 percent were athletes; there were few differences in general knowledge among grade levels; with some exceptions, boys' and girls' knowledge of anabolic steroids was similar; many students had positive attitudes toward fair play and were willing to become involved in preventing use of the drugs; and many respondents were unable to identify common signs of anabolic steroid use. Results of the study suggest: (1) education programs should begin at the middle school level; (2) the same curriculum can be implemented initially at the middle school and high school level; and (3) signs of anabolic steroid use should be included in education programs so appropriate interventions can be initiated. (Contains 19 references.) (Author/LL)

ED 359 180 SP 034 626

Stoll, Sharon Kay; Beller, Jennifer M.
The Effect of a Longitudinal Teaching Methodology and Classroom Environment on Both Cognitive and Behavioral Moral Development.
PUB DATE- Mar 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *Behavior Change; *Cognitive Structures; College Students; Developmental Stages; Ethical Instruction; Higher Education; Longitudinal Studies; *Moral Development; *Moral Values; Physical Education; Program Design; Sportsmanship; *Student Behavior; Teaching Methods
IDENTIFIERS- Kohlberg (Lawrence); Piaget (Jean)

Moral education is becoming one of the most important topics in school systems today. Schools are fast learning that they must do something to try to teach students good values and even more

ED 359 198 TM 019 819

Crowley, Susan L.; And Others
Depression in Children: The Children's Depression Inventory.
PUB DATE- 25 Mar 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Clinical Diagnosis; *Depression (Psychology); Diagnostic Tests; Emotional Disturbances; Estimation (Mathematics); *Generalizability Theory; Measurement Techniques; *Measures (Individuals); Personality Problems; Scores; Testing Problems; *Test Reliability; Test Theory
IDENTIFIERS- *Childrens Depression Inventory; Texas

Issues surrounding accurate assessment of depression in children have received much attention. However, the stability of scores from depression measures has generally been estimated using only classical test score theory, rather than the more powerful generalizability theory. The dependability of scores from the Children's Depression Inventory (CDI) was investigated using both generalizability and classical test score analyses. Data from 164 children aged 11 to 16 years from small Texas communities were the basis for the analysis. Results suggest that the sources of error variance interact to decrease the dependability of CDI scores. Several sample measurement protocols were also investigated. The results indicate that depression in children might be better assessed using planned multiple testing sessions to reflect depression more accurately. Two tables present study findings, and there is an appendix of selected study results. (Author/SLD)

ED 359 199 TM 019 823

Brandau, Deborah M.
Schooling and Work: The Role of Standards and Requirements.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Community Attitudes; *Economically Disadvantaged; Educational Objectives; *Ethnography; Goal Orientation; High Risk Students; Interviews; Literacy; Parent Attitudes; Poverty; Rural Areas; Social Values; *Standards; *Student Attitudes; Teacher Attitudes; *Work Attitudes; Work Ethic
IDENTIFIERS- *New York (Upstate); Standard Setting

The findings of an ethnographic study of schooling and work in a small rural community in the Adirondack mountains of upstate New York are reported. More than half the school children in the community live in poverty. Research explores the relationships between patterns of adult work and the schooling of children, and between schooled and non-schooled uses of literacy. Discussion focuses on one aspect of the disjuncture between home and school, the role of standards and requirements. More than 75 interviews were conducted over a 3-

ED 359 217 TM 019 844

Schunk, Dale H.
Enhancing Strategy Use: Influences of Strategy Value and Goal Orientation.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *Goal Orientation; Learner Controlled Instruction; *Learning Strategies; *Models; *Reading Comprehension; *Self Efficacy; *Writing (Composition)
IDENTIFIERS- *Process Goals; Self Regulation

A general model of academic self-regulation is proposed that emphasizes the roles of goals, self-efficacy, and learning strategies. Within this framework, the contributions of two variables hypothesized to affect self-regulation are highlighted. One variable is strategy value information, or information about the usefulness of a strategy as an aid to performance. The other variable is process goals that involve techniques and strategies students use to learn. The general hypothesis is that providing students with information on the value of a strategy as an aid to performance and a process goal of learning a strategy enhances strategy use, self-efficacy, and skills, more than does providing a product goal of accomplishing work without strategy value information. In support of this hypothesis, research from a number of studies is presented that uses elementary school students as subjects and reading comprehension of main ideas and writing of paragraphs as content domains. Implications of this work for enhancing strategy use during learning are discussed. Three figures illustrate the discussion. (Author/SLD)

ED 359 218 TM 019 966

Evaluation of Program Effectiveness. Chapter 2-Assisted Programs of Training & Professional Development.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92
NOTE- 177p.; Printed on colored stock. Photographs will not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Educational Improvement; Educationally Disadvantaged; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Federal Programs; Inservice Teacher Education; *Professional Development; *Program Effectiveness; Program Evaluation; *State Programs; Student Evaluation; Teacher Improvement; *Training
IDENTIFIERS- *Arizona; Education Consolidation Improvement Act Chapter 2; Elementary Secondary Education Act Title II

In compliance with mandates of the Elementary and Secondary Education Act, the Arizona Department of Education has completed its evaluation of effectiveness for state and locally administered programs in the context of Arizona's existing

ED 359 236 TM 020 005

Zambo, Ron; Follman, John
Gender-Related Differences in Problem Solving at the 6th and 8th Grade Levels.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Analysis of Variance; *Elementary School Students; Estimation (Mathematics); Grade 6; Grade 8; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Multivariate Analysis; *Problem Solving; Scores; Sex Bias; *Sex Differences; *Test Bias; *Word Problems (Mathematics)
IDENTIFIERS- Middle School Students

Potential gender-related differences in the process of mathematical word problem solving were investigated. Sixth and eighth graders (n=302) solved 2-step mathematical word problems using a 9-step problem solving plan. The nine steps were: (1) identify the facts; (2) identify the question; (3) draw a diagram; (4) choose the operations; (5) write an open sentence; (6) estimate the answer; (7) compute the answer; (8) state the answer; and (9) validate the answer. A 2 x 2 between-subjects multivariate analysis of variance was computed to determine the effects of gender and grade level on the subjects' scores on each of the nine steps of the problem solving plan. There was a significant gender-related difference in the overall process of problem solving in favor of females. Univariate "F"'s for each of the nine steps were not significant. Although there were no significant differences at any of the individual steps, the combined use of the same steps produced a gender-related difference. It is concluded that the use of a step-by-step problem solving plan might be gender biased. (Author/SLD)

ED 359 237 TM 020 006

Cohen, Myrna L.
Listening to Students' Voices: What University Students Tell Us about How They Learn.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Educational Assessment; Ethnography; Heuristics; Higher Education; Knowledge Level; *Learning Strategies; Models; Problem Solving; *Student Attitudes; *Study Skills
IDENTIFIERS- Assessment Interview Process; Authentic Assessment

The strategic learning of college and university students begins with their acquisition of knowledge about their academic context and its learning opportunities and demands. However, traditional assessment measures isolate the student outside of the authentic learning context, which limits the information available from these tests. In contrast, this study explores

ED 359 255 TM 020 024

Bezruczko, Nikolaus
An Assessment of Visual Learning. Grade 3.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 89
NOTE- 147p.; Document is composed primarily of black and white photographs and color photographs of paintings. Many responses depend on the color, which may not reproduce from ERIC microfiche.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classification; Cognitive Processes; Diagnostic Tests; *Educational Assessment; *Fine Arts; *Grade 3; *Measures (Individuals); Primary Education; Standardized Tests; State Standards; Student Evaluation; Teaching Guides; *Visual Learning; Visual Literacy; Visual Measures; Visual Perception
IDENTIFIERS- Illinois

This assessment guide represents a method for evaluating visual arts achievement by third graders. The artwork presented can be used to determine whether students have met learning objectives and are ready to advance, and also as a diagnostic tool for school improvement. The guide is based on selected sample learning objectives from "State Goals for Learning and Sample Learning Objectives: Fine Arts." These objectives have been formulated into a taxonomic design that measures the following parameters: (1) identification of terms, tools, and processes; (2) understanding of affective intent; (3) ability to form non-verbal cognitive deductions; and (4) sensitivity to perceptual aspects. The guide demonstrates the possibility of a standardized approach to the evaluation of art achievement. There are 52 pages of illustrations ranging from black and white photographs of tools and artifacts to full-color reproductions of paintings by famous artists. Each pages consists of two or more "boxes" containing the illustrations, along with printed questions requiring the child to select the right answers among the boxes. A teacher's guide is included. An appendix lists the sample learning objectives. (SLD)

ED 359 256 TM 020 025

Gall, M. D.; Gall, Joyce P.
Teacher and Student Roles in Different Types of Classroom Discussions.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Constructivism (Learning); *Cooperative Learning; *Discussion (Teaching Technique); Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Group Discussion; Mastery Learning; Secondary School Students; Secondary School Teachers; *Student Role; *Teacher Role

ED 359 273   UD 028 808

Mitchell, Vernay
A Qualitative Study of Training in Conflict Resolution and Cooperative Learning in an Alternative High School.
PUB DATE- Mar 92
NOTE- 142p.; Chapters II and III and Appendixes B-E appear in the full report (see UD 028 807). The final chapter (V) was revised for the full report. For related reports, see UD 028 809-812 and 820.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Conflict Resolution; *Cooperative Learning; *Curriculum Evaluation; Group Dynamics; High Schools; *High School Students; Hispanic Americans; Interpersonal Competence; Nontraditional Education; Potential Dropouts; Program Effectiveness; Qualitative Research; *Sensitivity Training; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans; *New York City Board of Education

This study evaluated the training in conflict resolution (CR) and cooperative learning (CL) of about 180 students in an alternative high school (AHS) in New York City. The qualitative methodology included direct observations of students' daily routines, systematic observations of special events, and interviews with key faculty and staff members. The study evaluated links between CR and CL training and vocational education, and assessed students' career knowledge and aspirations. CR training focused on active listening, paraphrasing, strategizing, differentiating between underlying needs versus positions, distinguishing between negotiable and non-negotiable conflict situations, and destructive and constructive negotiation styles. CL training involved small groups using the following: (1) positive interdependence; (2) fact-to-face interactions; (3) personal responsibility and individual accountability; (4) social skills; and (5) group processing. The program had positive results in teacher empowerment, risk taking, school norms, interactions among staff and students, communications, administrative confidence, curriculum planning, staff cohesiveness, and classroom organization. Five appendixes provide a training term glossary, a summary of observations of AHS student interns, examples of 6 training sessions, observations of AHS student life, and classroom observations of CL. (Contains 14 references.) (JB)

ED 359 274   UD 028 809

Zhang, Quahwu
Social Psychological Consequences of Interpersonal Relations: A Confirmatory Approach to Testing Deutsch's Theory of Cooperation and Conflict Resolution.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.
PUB DATE- 92
NOTE- 313p.; Doctoral dissertation, Columbia University. A concise version appears in "The Effects of Training in Cooperative Learning and Conflict Resolution in an Alternative High School"; see UD 028 807. For related reports, see UD 028 810-812 and UD 028 820.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Evaluative/Feasibility (142)

PUB DATE- 93
NOTE- 49p.; For volumes I and II, see ED 322 239 and ED 337 626; for the other books in Volume III, see UD 029 319-320.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Attendance; College Bound Students; College Choice; College Freshmen; *College Preparation; Higher Education; High Schools; High School Students; *Hispanic Americans; Parent Participation; *Parent Role; Student Financial Aid; *Student Role
IDENTIFIERS- Hispanic American Education; *Hispanic American Students; Latinos

One in a series of booklets for Hispanic American parents on making the most of a child's education, this volume encourages parents to think about and decide whether college is a good option for their child. It offers practical advice and information to face the educational challenges confronting children. Section 1 looks at why a child should think about college, including why a college education is important, whether college is really reasonable for that individual, and whether the child looks forward to going to college. Section 2 explores the parents' role in helping to prepare their children for college. A chart sets out the parents' role at different stages in a child's life from the elementary school grades through high school grades. This section also discusses the importance of offering advice and actively helping the student, including what to do if children are not doing what they need to do to prepare themselves for college, and dealing with a student who wants to go to college away from home. This chapter also looks at what to expect from the first year of college, including personal and cultural challenges that will confront the student and the student's family. Appended are additional sources of help including financial aid. Contains eight references. (JB)

ED 359 292   UD 029 319

Ramirez, Elizabeth Weiser; And Others
Making the Most of Your Child's Education Volume III: What about College? Book II: Planning for College.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 93
NOTE- 57p.; For volumes I and II, see ED 322 239 and ED 327 626; for the other books in volume III, see UD 029 318-320.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; College Applicants; *College Bound Students; College Choice; College Preparation; *Course Selection (Students); Higher Education; High Schools; *High School Students; *Hispanic Americans; Parent Participation; *Parent Role
IDENTIFIERS- Hispanic American Education; *Hispanic American Students; Latinos

One in a series of booklets for Hispanic American parents on making the most of a child's education, this volume provides specific information through which parents can assist their improvement. In some respects the country has made real progress since the Watts riots, but in other areas, conditions are unambiguously worse, with increasing poverty and crime. Cities have returned to an older, multiethnic demography, and these changes, which create the opportunity to forge a truly multiracial society, also contribute to a new dynamic of social tension. The American city is becoming a machine that reinforces inequality. Guidelines for constructing an agenda to address these problems include: (1) choose programs as social investments; (2) define a consistent social contract between society and those who receive government program benefits; (3) attack spatial segmentation; and (4) recognize that all levels of government and the community itself have roles to play. Human investment (immersion programs for children and youth; urban school initiatives; nurturing programs for adolescents; and income, work, and public benefits), investment in cities as places (targeting job creation in inner cities, and making inner city neighborhoods safer), and investment in social mobility are all crucial. Progress will not be possible without strong economic growth, adequate tax support, and leadership at all levels. (SLD)

ED 359 311 UD 029 349

Passel, Jeffrey S.; Edmonston, Barry
Immigration and Race: Recent Trends in Immigration to the United States. Program for Research on Immigration Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 92
NOTE- 75p.; Revised version of a paper presented at an Urban Institute Conference (Washington, DC, June 17-18, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Estimation (Mathematics); *Ethnic Groups; Hispanic Americans; *Immigrants; *Migration Patterns; *Minority Groups; *Population Trends; *Racial Differences; Research Methodology; Trend Analysis; United States History; Whites
IDENTIFIERS- *Immigration; Twentieth Century; United States

This paper traces the evolution of immigration to the United States during the 20th century with an emphasis on the racial and ethnic composition of the immigration flow. The changing generational composition of the country's population is described from 1850 through 1990. A new population projection/estimation methodology is employed to measure the contribution of each decade's immigrants and their descendants to population growth for the 1900-1990 period. The methodology is applied to each of four race/ethnic groups: Asians, blacks, Hispanics, and the white, not Hispanic population. The effect for the total population is derived by summing the four groups. The paper also describes the impact of alternative immigration scenarios for the century on hypothetical 1990 populations. (Author)

ED 359 312 UD 029 350

Watson, Andre
Minority Male Mentoring in the 1990s: A Practitioner's Experience. Project Report.
PUB DATE- Jun 91
NOTE- 15p.
LANGUAGE- English

to teach students how to reason about values. Research studies suggest that athletes are less morally reasoned and less sportsmanlike than their peer groups; that competitive sport places participants in conflict situations where winning is emphasized more than sportsmanship or fairplay; and that a negative relationship exists between moral development and participation in sport. This paper describes a study conducted to analyze the effect of a specific teaching methodology--an intervention based on Piagetian and Kohlbergerian psychology tempered with philosophical theory. The program's goal is to improve cognitive moral development from a hedonistic stage of reasoning to a more autonomous decision making stage. Using qualitative methods, significant behavior changes in student athletes were charted over a 3-year period: fighting decreased, caring about others increased, and classroom behavior and grades improved. The research presented highlights the statistical results, teaching methodology, and classroom environment necessary to bring about both cognitive and behavioral changes in moral development. (LL)

ED 359 181 SP 034 642

Finding Time for School Reform: Obstacles and Answers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Innovation; *Educational Legislation; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Released Time; *School Restructuring; Secondary School Teachers; State Standards; State Surveys; Teacher Responsibility; *Time Management; *Time Perspective
IDENTIFIERS- Empowerment; Kentucky; *Kentucky Education Reform Act 1990; Professionalization of Teaching; Time Studies

The Kentucky Education Reform Act (KERA) of 1990 has given educators the authority as well as the responsibility for improving educational practices within their schools. A study group of five Kentucky teachers assisted by the Kentucky Education Association and the Appalachia Educational Laboratory was formed to research the extent and uses of out-of-school time investment in KERA reforms and to identify promising initiatives that create collaborative planning/meeting time. This document reports the results of a statewide telephone survey of Kentucky educators who implement innovative methods to create time. According to the findings, the majority of respondents spend time attending meetings and participating in professional development or training; they have made tremendous commitments to KERA-related activities in personal out-of-school time in comparison to released time provided. The report also provides a review of related literature, a rationale for overhauling the organizational culture of schools to create time for reform, graphs and charts illustrating survey findings, recommendations for creating time for reform, descriptions of successful school plans for implementation of reform mandates, and a bibliography. (LL)

ED 359 182 SP 034 643

Hutto, Nora, Ed.; And Others
Mentor Training Manual for Texas Teachers.

year period with students, teachers, parents, school administrators, and community members. Six families were visited at home. Classroom observations were made, and information was collected from archival and government sources. Most families seem to see the school as a place for important ceremonies and social events, but not as a place to strive for economic security or social mobility. There are many conflicts between students and teachers, teachers and parents, and families and school administration. Ideally, the setting of standards and requirements involves a tacit agreement between those who set them and those who try to satisfy them that such measures probably represent bona fide qualifications for goal attainment. In the community observed, different views of standards and requirements made fertile ground for conflict. The social and economic reasons for the differences are discussed. (SLD)

ED 359 200 TM 019 825

Nunan, Ted; King, Bruce
An Approach to the Evaluation of Subjects Taught in the Distance Mode.
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at the Annual Meeting of the International Council for Distance Education (16th, Nonthaburi, Thailand, November 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Course Evaluation; Course Objectives; *Distance Education; Educational Assessment; *Evaluation Methods; Foreign Countries; Higher Education; Instructional Effectiveness; Library Services; *Professional Development; *Questionnaires; Teaching Methods; *Universities; Workshops
IDENTIFIERS- *Australia; Deakin University (Australia); Monash University (Australia); University of South Australia

Over the last 2 years, 3 Australian universities have been cooperating on a Commonwealth Government funded project on Distance Teaching and Evaluation Skills to identify and disseminate good practice in the professional development of distance educators. A specific and supportive professional development intervention to foster the evaluation of subjects taught by distance education was studied. Experienced distance educators at the University of South Australia were asked to comment on components of an evaluation questionnaire that sought student responses to a teaching package with which they were working. From this, a revised general questionnaire and four shorter template versions were developed to deal with subject content, the study package and library services, the teaching process, and assessment. "Constructing an Evaluation Questionnaire" was also prepared. At two other universities, Deakin and Monash, professional development activities centered on workshops for distance educators to identify concerns and to consider the approach undertaken at the University of South Australia. Workshop participants concluded that "Constructing an Evaluation Questionnaire" and its supporting documents represents an approach suitable for inclusion in the general professional development resources for the Distance Teaching and Evaluation Skills project. (SLD)

ED 359 201 TM 019 826

Chapter 2 goals. The evaluation focused first on state-administered programs and then considered locally administered programs of training and professional development (T&PD). Benefits documented by the evaluation include, but are not limited to the following: (1) T&PD programs are a vital resource for Arizona teachers; (2) instructional skills and content knowledge that teachers receive have direct impacts on over 270,000 students in the school system; (3) the 66 districts that allocate Chapter 2 funds for T&PD comprise about 75 percent of the teachers and students in the state; (4) the structure of Chapter 2 T&PD programs allows teachers and administrators to target their own specific needs; (5) T&PD programs contribute positively to overall school improvement efforts; and (6) staff development activities under Chapter 2 helped inaugurate the Arizona Student Assessment Program. Six appendixes describe the evaluation methodology and the advisory committee, and include instruments used in the evaluation process. Seven charts, 3 tables, and 11 figures present study findings. (SLD)

ED 359 219 TM 019 967

Vinovskis, Maris A.
Analysis of the Quality of Research and Development at the OERI Research and Development Centers and at the OERI Regional Educational Laboratories.
PUB DATE- Jun 93
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; *Educational Research; Elementary Secondary Education; Evaluation Methods; *Federal Government; *Government Role; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; *Research and Development Centers; Research Methodology; Research Utilization; *Technical Assistance
IDENTIFIERS- *Office of Educational Research and Improvement; *Regional Educational Laboratories

An evaluation of the Research and Development Centers and the Regional Educational Laboratories of the Office of Educational Research and Improvement (OERI) was conducted by an outside analyst brought in in September 1991 by then Assistant Secretary Diane Ravitch. The Research and Development Centers have been one of the primary sources of federally supported education research for nearly 30 years. This analysis of the nature and quality of the research they produce indicates that the overall quality of the research is mixed. However, excellent educational research has been, and can be, produced by these centers. Steps to ensure this are summarized. At present, development seems to be emphasized less among center activities. A similar look at the types and quality of research and development at the regional educational laboratories analyzed activities since 1985. This undertaking is more complicated than the previous evaluation because the laboratories have not always been as explicitly and directly focused on research and development as the centers. Over time, their missions and operation have changed enough so that OERI would do well to reconsider the role of these laboratories and to look into the provision of research-based technical assistance that may be available elsewhere. Suggestions for improving the laboratory system are given. Appendixes include the curriculum vitae of the author, a list of centers and laboratories, and a reply to comments on the report by the and describes the insights that university students can contribute to an assessment of their study problems and strategies within the authentic context of the Assessment Interview Process. Utilizing a problem-solving perspective to analyze the students' retrospective verbal reports, this ethnographic study organizes the students' insights regarding the development of strategies to solve study problems into the Strategic Learning Model. Twenty sessions between nine students and five interviewers/tutors were reported. The dimensions of this heuristic, described in this study, provide the structure needed to better understand the processes used by students as they encounter study and learning difficulties and develop appropriate study strategies. (Author/SLD)

ED 359 238 TM 020 007

Hopstock, Paul; Young, Malcolm
The Status of Title VII Evaluation Practice: A Summary of a National Review of Title VII Evaluation and Improvement Practices. A Summary of a Report.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Case Studies; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Evaluation Utilization; *Evaluators; Mail Surveys; *Program Evaluation; Program Improvement; Research Methodology; Research Projects; Research Reports
IDENTIFIERS- *Bilingual Education Act 1984; *Elementary Secondary Education Act Title VII; Status Reports; Transitional Bilingual Education Programs

In 1989 the Department of Education contracted with Development Associates, Inc., to conduct a review of the evaluation and improvement practices of projects funded under Title VII of the Elementary and Secondary Education Act, often known as the Bilingual Education Act. The study focused on local transitional bilingual education and special alternative projects and was designed to describe and assess local evaluation practices and the use of evaluation results. This paper summarizes some of the highlights of the findings and conclusions of the study. Three major activities were conducted: (1) a file review of the applications and evaluation reports of a stratified random sample of 200 Title VII projects funded in fiscal year 1989; (2) a mail survey of all project directors and evaluators of 655 projects funded in that year; and (3) case studies of evaluation systems of 18 local projects. Findings indicate that the purposes and audiences for Title VII evaluations have not been clearly articulated by the U.S. Department of Education, and that there has also been no clear description of how the evaluation needs of the department and local projects should be integrated or prioritized. It was also found that evaluation reports are integrated or prioritized has not been made clear. Evaluation reports are not being used systematically, and, in general, their quality is only poor to adequate. It is concluded that there is an inherent tension between evaluation that is primarily conducted for a federal sponsor and that which is conducted for a local project. Two tables summarize evaluation purposes and needs. (SLD)

IDENTIFIERS- *Learning Through Discussion

Different kinds of discussion methods have been developed to help students achieve different kinds of instructional objectives. The following discussion methods are analyzed from the perspective of the role demands that they make of students and teachers: (1) cooperative learning discussions; (2) the subject mastery discussion method; and (3) issues-oriented discussions. Developers of all three methods strongly recommend training students and teachers in their respective roles, and manuals have been prepared to specify role behaviors. In cooperative learning or in subject mastery discussions, the teacher is a resource expert and process observer, rather than a participant, but in issues-oriented discussion, the teacher participates as a moderator. When student discussions do not go well, there may be many explanations, such as role complexity, ambiguity about the nature of knowing, or ambiguity about the curriculum. Analysis of discussion methods indicates that they are most appropriate for helping students construct personal understandings of academic content. Three tables summarize teacher and student role behaviors in the three discussion types. (SLD)

ED 359 257 TM 020 026

Anderson, Ronald D.; And Others
Conducting Case Studies of Curriculum Reform in Science and Mathematics Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 13 Feb 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Curriculum Development; Educational Assessment; *Educational Change; Elementary Secondary Education; Instructional Systems; Interviews; Literature Reviews; *Mathematics Education; *Research Design; Research Methodology; Research Universities; School Districts; *Science Education; Systems Approach
IDENTIFIERS- *Reform Efforts; University of Colorado

The University of Colorado, under contract with the Office of Educational Research and Improvement (OERI), is conducting a study of curriculum reform in science, mathematics, and higher order thinking across the disciplines. This paper provides some of the background for this research as well as information on the conceptual framework and design of the study. An extensive literature review made it clear that school sites with fully implemented reforms should not be expected to serve as subjects of the study, in that the reforms are generally too recent to be ready for investigation, and because sites should be studied from a systemic perspective. It is also essential that these sites be studied from multiple perspectives because of the complexity of curriculum reform efforts. The design of the case studies reflects the literature review conclusions, focusing on sites with reforms as fully implemented as possible, to be studied over time to illustrate the current reform process. An important aspect of this study is identifying critical events that embody or illustrate the reform effort whether successful or unsuccessful. Among the types of events sought are those including the classroom, the school, and the district, and

DESCRIPTORS- Blacks; *Conflict Resolution; *Cooperative Learning; Doctoral Dissertations; Economically Disadvantaged; Educational Theories; Group Dynamics; High Schools; *High School Students; Inner City; *Interpersonal Competence; Minority Group Children; Models; Nontraditional Education; *Program Effectiveness; *Sensitivity Training; Urban Schools; Urban Youth

IDENTIFIERS- *New York City Board of Education

This study tested M. Deutsch's theory of cooperation and conflict resolution using an intervention project at an inner city alternative high school in New York City. The study was designed to test the theory by confirmatory structural modeling and by evaluating the intervention. The procedure involved a pre- and post-test procedure administered during the intervention at three high school campuses. The pre-post-matched data set amounted to 346 students, mostly Black and Hispanic American, from economically disadvantaged backgrounds. The study indicates that positive changes in interpersonal relations, induced by constructive conflict resolution, lead to higher academic achievement, and that this effect is mediated by increased internal locus of control. In general, the results from theory testing show that constructive conflict resolution, and possibly effective group working, have a positive impact on a student's interpersonal relations and consequently on that student's self-esteem, locus of control, mental and physical health, and academic achievement. Included are 19 figures; 25 tables; 4 appendixes containing summaries of 14 scales used, additional tables and figures, a description of the intervention plan, and computer programs used for the modeling; and a bibliography of 302 items. (JB)

ED 359 275 UD 028 810

Khattri, Nidhi

An Assessment of the Social Validity of Cooperative Learning and Conflict Resolution Programs in an Alternative Inner City High School.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; New York City Board of Education, Bronx, N.Y.

PUB DATE- Dec 91

NOTE- 138p.; A concise version of this paper appears in "The Effects of Training in Cooperative Learning and Conflict Resolution in Alternative High School"; see UD 028 807. For related reports, see UD 028 809-812 and UD 028 820.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Conflict Resolution; *Cooperative Learning; Economically Disadvantaged; Group Dynamics; High Schools; *High School Students; Inner City; Interpersonal Competence; Minority Group Children; Nontraditional Education; *Program Effectiveness; *Sensitivity Training; Student Attitudes; Teacher Attitudes; Urban Schools; Urban Youth

IDENTIFIERS- African Americans; *New York City Board of Education; *Social Validity

A study was done to evaluate the social validity of the interventions of conflict resolution and cooperative learning at three campuses of an alternative inner-city high school in New York City. The evaluation explored students' and teachers' perceptions of the effectiveness and applicability of the interventions in their lives. Extensive interviews were conducted, and questionnaire data were collected for 36 of 48 teachers and for 177 students on the Intervention Report Survey and 204 students on the Interpersonal Improvement children to academically prepare for college, choose the right college, and apply to college. Chapter 1 introduces the planning process, emphasizing that it is never too late to begin to plan for higher education. Chapter 2 outlines the steps to take in the ninth grade, including selecting courses, finding extra assistance, attending after-school activities, and managing work. Chapter 3 covers the 10th grade and recommends courses for students to take, preparing for college admissions tests, and college fairs. Chapter 4 covers the 11th grade and touches on courses for this year, testing, and choosing what type of college to attend. Chapter 5 addresses issues for the 12th grade, including courses to take, testing, college application, how many colleges to apply to, types of information asked for on applications, and making a selection if the student is accepted at more than one institution. Each chapter closes with discussion questions. Contains six references. (JB)

ED 359 293   UD 029 320

Ramirez, Elizabeth Weiser; And Others
Making the Most of Your Child's Education Volume III: What about College? Book III: Paying for College.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 93
NOTE- 46p.; For volumes I and II, see ED 322 239 and ED 327 626; for the other books in volume III, see UD 029 318-319.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Applicants; *College Bound Students; College Preparation; Financial Needs; Higher Education; High Schools; High School Students; *Hispanic Americans; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Parent Role; *Paying for College; Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Hispanic American Education; *Hispanic American Students; Latinos

One in a series of booklets for Hispanic American parents on making the most of a child's education, this volume provides specific information on ways in which parents and their children can apply for and obtain financial assistance for going to college. Chapter 1 addresses saving for college, how much to save, and financial aid, explaining that it is not charity. Chapter 2 explores financial aid in more detail, including what it pays for, different kinds of aid, how it is distributed, and where it comes from. Chapter 3 explains how to apply for financial aid and covers how to obtain the Federal Student Aid Form, when to file it, where to find assistance with filling it out, other forms that colleges may request, and contacting private aid donors. Chapter 4 addresses problems that arise when the aid is not enough to cover costs and advises options such as reviewing the budget, negotiating with the school, thinking about starting at a community college, loans, and military options. Each chapter closes with discussion questions. Contains six references. (JB)

ED 359 294   UD 029 321

Orloff, Patricia; And Others
Racial and Ethnic Tensions in American Communities: Poverty,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Black Youth; Children; *Disadvantaged Youth; Elementary Secondary Education; Interpersonal Relationship; *Males; *Mentors; *Minority Groups; Modeling (Psychology); Parent Participation; Program Evaluation; Program Implementation
IDENTIFIERS- *Protege Mentor Relationship; Rites of Passage

Some of the main issues surrounding the operation of mentoring programs for minority youth are outlined and illustrated through the example of the Male Youth Project, a church-based program in Washington, D.C. Screening, orienting, and rewarding mentors are aspects of program operation that are fundamental. Other issues include the youth to mentor ratio, the question of time commitment, and program costs. Where to have the program, how to involve parents, and the question of matching mentors by race are other aspects that cannot be ignored. The Male Youth Project aims to assist young men in their transition from boyhood to manhood. Youth are grouped into teams by age, and each team is headed by a mentor. This approach solves the problem of too many youth and too few mentors. The links between the mentoring program and the church, parents, and community are a major source of strength. The Male Youth Project also features a biannual rites of passage ceremony for youths who have turned 13 years of age. A subsequent Manhood Training Program emphasizes physical, mental, and spiritual tasks to be completed with the assistance and encouragement of the mentor. Well-designed and carefully implemented mentoring programs can be effective in meeting the needs of disadvantaged black male youths. (SLD)

ED 359 313 UD 029 351

Spencer, Margaret Beale
Adolescent African American Male Self Esteem: Suggestions for Mentoring Program Content. Mentoring Program Structures for Young Minority Males, Conference Paper Series.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Mental Health (DHHS), Bethesda, Md.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; *Black Youth; Children; Coping; Disadvantaged Youth; Early Intervention; Elementary Secondary Education; *Males; *Mentors; Program Evaluation; *Self Esteem; Social Problems; Urban Youth
IDENTIFIERS- *African Americans

The processes by which mentors might improve the self-esteem of economically vulnerable African American male youth are explored, drawing on previous research. The combination of biological, behavioral, and societal factors faced by young black males is complex, and has implications for identity processes. The initial longitudinal study of urban children in Atlanta (Georgia) assessed self-esteem on two occasions separated by 3 years for a group of children aged 3 or 5 years at the first testing and a group aged 7 or 9 years at first contact. The total sample was 384 at time 1 and 150 at time 2. This research points to specific aspects of the development of African American males that are relevant to the creation of

NOTE- 660p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Development; Agency Cooperation; *Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education; *Mentors; Secondary School Teachers; *Supervisory Methods; *Teaching Experience; *Teaching Models
IDENTIFIERS- Protege Mentor Relationship; *Texas; *Training Materials

This manual was designed to assist individuals and groups throughout Texas who are assisting teachers. The manual is composed of 8 sections which include: mentoring models, induction models, other models, adult development, mentoring, induction, instructional planning, and reference material. Also included are the mentoring and induction models developed and guided by best practice from across the state. The models for mentoring include a job description for mentoring, suggestions for training before school begins (preservice training), and ongoing training. The models are different in complexity, orientation, and time requirements and include concerns to be addressed for new teachers in addition to peer assistance. The induction section includes competencies of the beginning teacher and models for beginning an induction program with a service center, university, or teacher center as host. Also included are the goals of an induction program. Sections within the manual are designed to provide information and assistance to individuals and organizations as they develop mentoring and induction programs. Three complete mentor training programs now in existence are included. (LL)

ED 359 183 SP 034 655

Middle-Level Athletic Programs. Bulletin No. 92432.
PUB DATE- Jun 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Athletic Coaches; *Athletics; Community Programs; Developmental Stages; *Developmental Tasks; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Physical Education; Program Development; School Districts; *Student Characteristics; *Student Needs; Teaching Guides
IDENTIFIERS- *Age Appropriateness; Middle School Students; Task Force Approach

Research indicates that middle school students need a great amount of physical activity to remain alert, motivated and eager to learn. A study was conducted by the Wisconsin Department of Public Instruction Middle-Level Athletics Task Force to gather and evaluate information about athletic programs that are compatible with young adolescents' needs and characteristics and to create developmentally appropriate middle-level athletic programs. This guide, arising from the results of that study, provides resources for school districts and community-based athletic programs seeking to develop, evaluate, and/or revise athletic programs for young adolescents. The first section, "Characteristics of the Young

Dwyer, Evelyn E.
Attitude Scale Construction: A Review of the Literature.
PUB DATE- 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Measures; *Definitions; Estimation (Mathematics); Literature Reviews; Mathematics Anxiety; Mathematics Tests; *Rating Scales; *Teacher Attitudes; *Test Construction; Test Reliability; Test Validity

The literature was examined to find studies specifically concerned with the development of instruments designed to measure attitudes. Close attention was paid to procedures used to determine reliability and validity in the development and subsequent use of such instruments. An effort was made to select the most relevant literature from the vast number of studies undertaken to determine attitudes. The review is organized into the following categories: (1) definitions and components of attitudes; (2) the measurement of attitude; (3) techniques for attitude scale construction; (4) test construction statistics; and (5) mathematics related attitude scales. Attitude is often considered to have cognitive, affective, and behavioral components. Information about attitudes is usually gathered through observation and through self-report measures. Advantages and problems of each approach are discussed. An overview is presented of four basic techniques of attitude scale construction: Thurstone scales, Likert scales, Guttman scales, and semantic differential scales. Methods for estimating reliability and validity are reviewed. Attitude scales related to mathematics include those for mathematics anxiety, attitudes toward mathematics, and teacher attitudes. Contains 132 references. (SLD)

ED 359 202 TM 019 827

Guskey, Thomas R.; Passaro, Perry
Teacher Efficacy: A Study of Construct Dimensions.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; *Factor Structure; Locus of Control; Questionnaires; *Scores; *Secondary School Teachers; *Self Efficacy; *Teacher Effectiveness; Test Construction

The structure of a concept generally labeled "teacher efficacy" is examined. A sample of 342 prospective and experienced teachers was administered an efficacy questionnaire adapted from the research of S. Gibson and M. H. Dembo (1984). Factor analytic procedures with varimax rotation were used to generate a 2-factor solution that accounted for 32 percent of the variance in scale scores. Contrary to previous research, these factors corresponded not to a personal versus teaching efficacy distinction, but instead to a simpler internal versus external distinction, similar to locus of control measures of causal attribution. Implications of these findings to past and future research on the construct are discussed. Five tables present illustrate the discussion. (SLD)

ED 359 220 TM 019 968

Arnold, Carolyn L.; And Others
Modeling Teacher Supply and Demand, with Commentary. Schools and Staffing Survey. Teacher Followup Survey. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 123p.; For a related report, see TM 019 993.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Followup Studies; Goodness of Fit; *Institutional Characteristics; Models; Multivariate Analysis; National Surveys; Research Methodology; *Research Problems; Sample Size; School Districts; *School Surveys; *Secondary School Teachers; Teacher Characteristics; Teacher Employment; *Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES)

An important purpose of the Schools and Staffing Survey of 1987-88 and the Teacher Followup Survey was to provide data useful for analyzing teacher demand and supply. This report summarizes the important issues related to teacher supply and demand; presents descriptive statistics on supply and demand; and develops and tests multivariate models to identify teacher, school, and district characteristics related to staying in and leaving teaching. The original sample included approximately 67,800 teachers and the follow-up included about 7,500 teachers. Previous research had identified a number of probable relationships between teacher attrition and various teacher, school, and district characteristics. Despite extensive data available on these characteristics, many expected relationships were not found. A possible explanation may be in limitations of the survey, which have been identified as the following: (1) the models tested were too large; (2) a test of the overall fit of the model should have been performed; (3) the relatively small number of learners may have contributed to the difficulty in obtaining results; and (4) the time frame for the analysis may have been too short. Survey data are presented in 26 tables. Appendix A contains two supplemental tables, and Appendix B presents technical notes. (SLD)

ED 359 221 TM 019 982

Wilhite, Stephen C.; D'Onofrio, Antonia
Identifying Latent Variables Measured by the Study Activity Survey.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Construct Validity; Factor Analysis; Higher Education; *Predictive Validity; Rating Scales; Self Efficacy; Self Evaluation (Individuals); *Study Habits; Study Skills

ED 359 239 TM 020 008

Sykes, Robert C.; Ito, Kyoko
Item Parameter Drift in IRT-Based Licensure Examinations.
PUB DATE- Apr 93
NOTE- 52p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Cutting Scores; *Health Occupations; Item Banks; Item Response Theory; *Licensing Examinations (Professions); Models; *Test Items
IDENTIFIERS- *Item Parameter Drift

The purpose of this study was to investigate whether systematic, non-zero differences between pairs of item bank b-values have occurred in the recent history of two licensure examinations. Licensing examinations were studied for two related health care professions (Program 1 and Program 2). A series of analysis of covariance models was fit to the data in order to investigate the magnitude of changes in item bank b-values and the relationship of any changes to variables indexing factors that have been documented to affect the stability of item parameters. For Program 1, one 300-item form was used, and for Program 2, two 203-item forms were used to obtain a larger number of items. Analyses were first performed to evaluate the relationship, if any, between the dependent variable and the covariates. For both examinations, b-value differences across pairs of item administrations were not influenced by the changing position of the item in different forms. There were systematic changes as a function of time elapsed from a baseline, as discussed in the paper. Item parameter or scale drift was noted for one examination, while bank or pool drift was found for both. Factors that moderated bank drift, and differences between actual form cutscores and cutscores adjusted for documented bank and scale drift ranged from one to five points for the two examinations. Nine tables and five figures present details of the analyses. (SLD)

ED 359 240 TM 020 009

Martin, Nancy K.; Baldwin, Beatrice
Validation of an Inventory of Classroom Management Style: Differences between Novice and Experienced Teachers.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; *Classroom Techniques; College Students; Comparative Testing; Conventional Instruction; Demography; *Education Majors; Elementary School Teachers; Elementary Secondary Education; Higher Education; Interaction; *Intervention; Locus of Control; Secondary School Teachers; Teacher Education; Teaching Experience; *Test Validity; Traditionalism
IDENTIFIERS- Experienced Teachers; *Inventory of Classroom

events are provided. The bulk of the data is being acquired through site visits, augmented by printed materials and telephone interviews. An analysis of the reform systems is expected to be completed in the 1992-93 school year, with a follow-up as funding permits. (SLD)

ED 359 258 TM 020 027

Jarrell, Michele G.; Hebbler, Stephen W.
From SAS Mainframe Listing to WordPerfect Table with No Data Entry.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Software; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Microcomputers; Research Methodology; *Research Reports; Surveys; *Tables (Data); Teacher Attitudes; *Word Processing; Workshops
IDENTIFIERS- Evaluation Reports; Report Format; Statistical Analysis System; *Table Producing Language; Text Formatting; Text Handling; University of Alabama; *WordPerfect

Preparing the final report for an evaluation project often involves preparation of lengthy tables. To prevent persons from having to retype the data already in a mainframe file and then verify the data, the Evaluation and Assessment Laboratory of the University of Alabama (Tuscaloosa) uses a simple procedure that entails: (1) formatting the output of a Statistical Analysis System (SAS) frequency procedure; (2) downloading the listing to the personal computer; (3) running a BASIC program; (4) editing the file in a text editor; (5) importing the output into WordPerfect; and (6) running WordPerfect macros. The result is a formatted table that has no data errors and is ready for inclusion in a report. The procedure is illustrated using a survey filled out by teachers in a public school system on possible topics for teacher in-service workshops, but the same process is also used for various needs assessment projects. The finished table is included, and an appendix contains the needs assessment. (SLD)

ED 359 259 TM 020 028

Searle, Jean
Participant Observation: A Way of Conducting Research.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Action Research; *Classroom Observation Techniques; Decision Making; Educational Assessment; Educational Research; Elementary Secondary Education; Equal Education; Ethnography; *Evaluation Methods; Foreign Countries; *Participatory Research; *Qualitative Research; *Research Methodology; Teaching Methods
IDENTIFIERS- Participatory Evaluation

Action research is a way to examine purposes and practices in teaching. One way of conducting action research is to engage in

Hispanic American from economically disadvantaged backgrounds. In addition, teachers gave feedback on the training they received for doing cooperative learning and conflict resolution lessons with their students. Students found the interventions to be useful and experienced interpersonal improvements in their lives. The teachers gave moderate endorsement of the interventions and considered cooperative learning to be useful for their students' academic learning and social and psychological development. Teachers judged conflict resolution to be moderately valuable for the students' development and quite useful in the students' everyday lives. Overall, the results indicate that cooperative learning and conflict resolution programs were useful and valid. Included are 30 tables; 11 figures; 4 appendixes containing reliability information, teacher data, student data, and descriptions of the instruments in 7 tables; student questionnaires on conflict resolution and on cooperative learning; and 48 references. (JB)

ED 359 276 UD 028 811

Tepavac, Lela
The Effects of Conflict Resolution and Cooperative Learning Interventions upon Adolescent Vocational Readiness.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; New York City Board of Education, Bronx, N.Y.
PUB DATE- Oct 91
NOTE- 142p.; A concise version of this paper appears in "The Effects of Training in Cooperative Learning and Conflict Resolution in an Alternative High School"; see UD 028 807. For related reports, see UD 028 809-812 and UD 028 820. Some tables have faint type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Black Students; *Conflict Resolution; *Cooperative Learning; High Schools; *High School Students; Hispanic Americans; Interpersonal Competence; Minority Group Children; Nontraditional Education; Program Effectiveness; *Readiness; *Sensitivity Training; Sex Differences; Urban Schools; Vocational Maturity
IDENTIFIERS- Afro Americans; *New York City Board of Education

A study examined the effects of educational interventions of conflict resolution and cooperative learning on adolescent vocational readiness at three inner-city alternative public high schools in New York City. The study used a combination of correlation design and pre-post design. Associations among study variables were explored using pretest data, and effects of training were estimated using a pre-post design and multiple regression analysis. There were 558 pretest participants, although only 85 of those students were posttested due to high turnover and absenteeism. Of those completing the pretest, 90 percent were either Hispanic American or Afro-American. The results of the study provide general support to the hypotheses that cooperative learning and conflict resolution would positively affect vocational readiness. Among the specific findings are the following: (1) pretest results demonstrated a sparse knowledge of the world of work; (2) males reported greater work-related information than did females; (3) posttest results indicate an increase in the amount of work-related information, an increase in work-related knowledge, and a decrease in scores pertaining to work values. Included are three appendixes containing descriptions of student vocational

Report.
PUB DATE- Jan 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Civil Rights; *Economically Disadvantaged; Educational Discrimination; Educationally Disadvantaged; Elementary Secondary Education; Equal Opportunities (Jobs); Higher Education; *Hispanic Americans; *Immigrants; Minority Groups; *Police Community Relationship; Racial Discrimination; Racial Relations; Spanish Speaking; *Urban Education
IDENTIFIERS- *District of Columbia Public Schools; Hispanic American Students; Language Minorities; Latinos

Civil rights issues affecting the Latino community in Washington (District of Columbia) were explored in a 3-day fact-finding hearing involving the sworn testimony of more than 100 witnesses. Information from extensive field investigation and research was also included. The District's Latino population is a small but rapidly increasing minority group that is predominantly low skilled, poor, and in need of social services. Most are either undocumented immigrants or Salvadorans. Police community relations are strained in part due to the District's Civilian Complaint Review Board's inability to investigate and process citizen complaints of police misconduct. In addition, Latinos entering the District court system face severe disadvantages due to ignorance and language barriers. Despite Latino pressure to increase the number of Latinos in the city government, the number of Hispanics in government is proportionately low. Language and cultural barriers limit access to health and social services for Latino residents. Further inadequate low-income housing and lack of educational services are major problems for inner city Latinos. Barriers to educational opportunity such as insufficient bilingual and English-as-a-Second-Language programs; unequal immigrant access to public schools, especially for limited-English-proficient (LEP) students; the resort to corporal punishment by frustrated teachers; problems connected with Latino eligibility for in-state tuition; and communication problems among parents, teachers, and school administrators are considered. A pattern of police misconduct, government resistance to hiring Hispanics, and failure to address bilingual service needs exist. The report includes dissenting views by Commissioner Carl A. Anderson, a police department response to the report, and correspondence. (JB)

ED 359 295 UD 029 322

Saito, Rebecca N.; Blyth, Dale A.
Understanding Mentoring Relationships.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- Jul 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; Friendship; Group Dynamics; *Interpersonal Relationship; Interviews; *Mentors; One Parent Family; *Program Design; Program Effectiveness; Tutoring; Urban Programs; *Youth Programs
IDENTIFIERS- Minnesota (Minneapolis); *Protege Mentor Relationship

A study was done to investigate and document the nature and more general self-esteem and their specific perceptions of themselves as less competent students than girls. A second issue is that of the males' perceptions of themselves as significantly less healthy than females. Findings suggest that interventions proposed should start early and continue in developmentally specific and appropriate ways, with an emphasis on competence as it relates to school and with awareness of racial and social issues, as well as coping patterns. (SLD)

ED 359 314   UD 029 352

Blechman, Elaine
Mentors for High-Risk Minority Children: Toward Bicultural Competence. Mentoring Programs for Young Minority Males, Conference Paper Series.
PUB DATE- Jan 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *At Risk Persons; Communication (Thought Transfer); Competence; Coping; Cultural Differences; *Disadvantaged Youth; Elementary Secondary Education; *Mentors; *Minority Group Children; Models; *Multicultural Education; Program Development; *Socialization; Youth Programs
IDENTIFIERS- *Social Learning Theory

A social learning model of the mentoring process is presented that features bicultural competence and effective communication. The model suggests how mentors can cooperate with families and teachers in the promotion of high-risk minority children's bicultural competence. Mentoring is a term increasingly applied to describe relationships between successful minority adults and high-risk minority youth. Successful mentors appear to promote bicultural competence in high-risk minority youth through effective communication. In the model, it is assumed that effective communication is a universal human process, and that coping and competence depend on effective communication. Effective family communication promotes competence among all children in their indigenous cultures, and promotes bicultural competence for minority children who must cope with two cultures. Bicultural, and even multicultural, competence is empowering because it provides the means to communicate in various social contexts. Effective communication can be learned, and is, in fact, a requirement for all helping relationships. Biculturally competent mentors are more likely to help problem families and children learn effective communication. Ways of measuring communication and competence are discussed, and suggestions are made for establishing mentoring programs based on the features of the model. (SLD)

ED 359 315   UD 029 353

Moles, Oliver, Ed.
Building Home-School Partnerships for Learning: Workshops for Urban Educators. Pilot Version.
PUB DATE- 92
NOTE- 510p.; This pilot version contains complete project documentation. A reduced-size final version is projected.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Adolescent and Implications for Athletic Programs," presents selected characteristics of young adolescents and relates them to recommended athletic practices. Section 2, "Philosophy and Recommendations," presents the task force's philosophy and program goals. The final section, "Questions and Answers about Middle-Level Athletics," summarizes often-asked questions regarding athletic programs for the young adolescent. Appendices provide a wide variety of materials to support or clarify the need for developmentally appropriate athletic programs for young adolescents. (LL)

ED 359 184 SP 034 658

NAGWS Volleyball Rulebook, 1993. Official Rules & Interpretations/Officiating.
PUB DATE- 93
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Coaches; Elementary Secondary Education; Extramural Athletics; *Females; Guides; Higher Education; Physical Education Teachers; Team Sports; *Volleyball
IDENTIFIERS- AAHPERD; *Rules and Regulations; *Sports Officials

The National Association for Girls and Women in Sport (NAGWS) Volleyball Rules are based on the United States Volleyball Rules, which in turn are adopted from the rules and interpretations of the International Volleyball Federation Rules. Following a foreword by Robertha Abney, NAGWS President, the publication is organized into six sections as follows: (1) NAGWS Women's Interscholastic and Collegiate Volleyball Rules 1993-94 (preface, summary of rule changes, reference to volleyball rules, official volleyball rules 1993-94, definition of skills and fouls, summary of penalties, red and yellow card sanctions, and competitive procedures and special rules); (2) Event Management; (3) Officiating Techniques and Mechanics (summary of changes in techniques of officiating, techniques of officiating volleyball revised by the ABO principles and techniques committee, mechanics of officiating volleyball--official hand signals, and instructions for use of the official volleyball scoresheet; (4) Study Questions; (5) NAGWS/ABO Services (sources of information and services, affiliated boards of officials, standards for officials' ratings in volleyball, national rating team program, national training program, and coaches academies of the National Coaches Council); and (6) 1992 Championship Results. (LL)

ED 359 185 SP 034 659

Choy, Susan P.; And Others
America's Teachers: Profile of a Profession.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Compensation (Remuneration); Demography; Educational Practices; Educational Resources; Educational Trends; Elementary School Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *National

analysis results, mostly factor loadings. One figure illustrates the discussion. (Author/SLD)

ED 359 203 TM 019 829

Boone, William; Svec, Michael
Objective Assessment of Preservice Teachers.
PUB DATE- Jan 93
NOTE- 11p.; Paper presented at the Annual Meeting of the AETS (January 29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Measurement Techniques; Models; *Objective Tests; Preservice Teacher Education; *Research Methodology; *Social Science Research; Student Evaluation; *Test Construction; Test Results; Test Use; Theories
IDENTIFIERS- *Preservice Teachers; *Stochastic Analysis

Characteristics of objective measurement and how to develop an objective instrument are discussed. Objective measurement can be thought of as that type of measurement in the social sciences that parallels the measurement that takes place in science. The following are aspects of scientific measurement that should be transferred to the measurement of individuals: (1) evaluating only one variable; (2) building the instrument around a theory; (3) continuous calibration of the measurement; (4) reporting of measurement errors; and (5) the ability to work equally well in a number of situations. All of these points must be considered in designing a measurement instrument. It is expected that everyone will use the instrument in the same manner. Unexpected responses must be used to improve measures, and for this reason, errors must be accurately reported. Other results from objective measurement using a stochastic model are discussed, including the implications of non-linearity. (SLD)

ED 359 204 TM 019 830

Cox, Keni Brayton
Portfolios in Action: A Study of Two Classrooms with Implications for Reform.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; Educational Change; English; Field Tests; Grading; High Schools; *High School Students; Interviews; Language Arts; *Portfolios (Background Materials); Student Attitudes; *Student Evaluation; Suburban Schools; Teaching Methods; *Writing Evaluation
IDENTIFIERS- California (Los Angeles); *Performance Based Evaluation; *Reform Efforts

The impact of portfolio assessment, specifically writing portfolios, on the norms of classroom assessment practices were studied in two English Language Arts classes in a middle class suburban high school in the Los Angeles (California) area. Data were gathered through observations and interviews, and the examination of 25 student portfolios, with student reflections

IDENTIFIERS- *Latent Variables; Self Report Measures; Student Surveys; *Study Activity Survey

Possible relationships between student study behaviors and academic achievement were studied in an extension of a large-scale project at the Far West Laboratory. Factor analysis was used to identify latent variables measured by the 76-item Study Activity Survey (SAS) that might be more strongly related to college course achievement than are the individual subscales identified by instrument developers. Subjects were 184 college students in an introductory psychology course. Study activities were assessed with the SAS, and self-efficacy was assessed with a form of the Self-Concept of Academic Ability Test. The Concept Mastery Test, the Adult Nowicki-Strickland Internal-External Control Scale, and the Everyday Memory Questionnaire were also administered. Factor analysis reveals three latent constructs assessed by the SAS (Form R), reconstructive study strategies, study management abilities, and self-evaluation of cognitive ability. However, obtained latent factors for the SAS do not prove to be more potent predictors of achievement than do the original individual subscales of the instrument. This finding raises important issues about predicting achievement among college students and whether self-reports are valid indicators of study activity. Another question is the extent to which course characteristics mediate the relationships among study activities, student characteristics, and course achievement. Four tables present study data. (SLD)

ED 359 222 TM 019 983

King, Sherry; And Others
Roses, Retrievers and Research: Collaborative Inquiry To Foster Better Schools.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; EXXON Education Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; *Educational Cooperation; *Educational Improvement; Educational Research; Elementary Secondary Education; Evaluation Methods; Longitudinal Studies; Principals; Researchers; *Research Methodology; Research Problems; Research Projects; *School Restructuring; Teacher Role
IDENTIFIERS- Coalition of Essential Schools; Researcher Subject Relationship; Site Visits; *Teacher Researcher Cooperation

The Coalition of Essential Schools is involved in a 3-year study to translate collaborative inquiry into a research process to simultaneously build schools' capacities for change. A current collaborative project is described, with a dialog between a principal, a teacher, and a researcher who are engaged in a process of school improvement. Members of the Coalition of Essential Schools have agreed to translate nine Common Principles, a set of common sense ideas for improvement, into their own contexts. The case study at one site attempting to implement the change process illustrates the difficulties and benefits of collaboration between researchers and practitioners. The report of a site visit by the researcher stirred conflicting and complex emotions on the part of

Management Style; *Management Styles

A preliminary investigation was conducted of the construct validity of the Inventory of Classroom Management Style (ICMS), a scale to measure differences in perceptions of classroom management style. The main objective was to determine if the scale reflects differences between novice and experienced teachers. Classroom management is defined as a multi-faceted construct including broad dimensions of person, instruction, and discipline. Data were collected from 158 college students (61 percent novice teachers still in college and 39 percent experienced teachers in a college class) via the ICMS, Rotter's Internal-External Locus of Control Scale, the 16 Personality Factor Questionnaire, and a demographics form. Beliefs were classified on a continuum from non-interventionist through interactionalist to interventionist. Several differences were found between novice and experienced teachers. Novices scored as significantly more interventionist than did experienced teachers. Experienced teachers were more internal regarding locus of control, but no significant relationship was found between ICMS scores and locus of control. Interventionists also tended to be more conservative and respecting of traditional ideas. Eleven tables present study findings. Three appendixes contain a framework for the ICMS dimensions, a teacher behavior continuum, and the ICMS instrument. (SLD)

ED 359 241 TM 020 010

Evans, Lynn; And Others
Development of a Student Perceptions Instrument To Assess Contributions of the Learning Environment to the Enhancement of Student Learning in Higher Education Settings.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *Attitude Measures; College Students; *Course Evaluation; Curriculum Evaluation; Decision Making; Evaluation Methods; Evening Programs; Evening Students; Higher Education; *Learning; Quality Control; *Student Attitudes; Student Evaluation of Teacher Performance; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Exploratory Factor Analysis; *Louisiana State University Baton Rouge; Student Assessment of Teaching and Learning

To ensure high quality courses and services at Louisiana State University Evening School (Baton Rouge), a program evaluation was designed to aid in decision making. The plan developed and initially implemented in 1991-92 represents a beginning effort in a continuous process of evaluation. The initial focus was on instruction. The object of this study was to explore students' perspectives of the program as a whole and to develop an instrument that can provide a large quantity of data that instructors can use to enhance students' learning. After a review of existing instruments, a 68-item Student Assessment of Teaching and Learning (SATL) was drafted and administered to an initial sample of 755 evening school students. Reliability and validity were studied, and various exploratory factor analyses were completed to examine the original content classification of SATL items. Results provide empirical support for the participant observation, which may be seen as a systematic attempt to discover the knowledge that a group of people has learned and is using to organize the group's behavior. Participant observation has a great deal of potential for the classroom teacher. The first step is to identify a social situation in which the people, the place, and the activities are observed. A researcher's study of supermarket checkout operators illustrates the application of participant observation, which may be continuous or sampling. In this type of ethnographic research, the researcher is learning from people rather than studying them, so that a relationship of trust is essential. Use of systematic participant observation allows a teacher to: (1) gain insight into what is going on in the class; (2) gain ideas for future lessons; (3) address issues of equity, power, or control; (4) make assessment decisions; (5) look for causal relationships; (6) evaluate teaching practice; and (7) record the language that students use in a precise manner. (SLD)

ED 359 260 TM 020 029

Hymel, Glenn M.; Dyck, Walter E.
An International Perspective on Mastery Learning.
PUB DATE- Jul 92
NOTE- 24p.; Revised version of a paper presented at the Annual Meeting of the International Congress of Psychology (25th, Brussels, Belgium, July 19-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Educational Attitudes; *Educational Psychology; Educational Research; Elementary Secondary Education; Foreign Countries; *International Studies; Literature Reviews; *Mastery Learning; Models; Teaching Methods
IDENTIFIERS- World Views

Mastery learning represents a prolific area of research in educational psychology that encompasses two principal characteristics: (1) an optimistic set of assumptions regarding the capability of students to learn if alterable variables comprising the conditions of learning are optimized; and (2) an array of adaptive instructional procedures predicated on the medical model of diagnostic-prescriptive intervention. From both theoretical and practical perspectives, mastery learning has served as a catalyst for a paradigm shift from a dominant prediction-selection model to an emerging diagnostic-developmental model. Since B. S. Bloom's seminal publication in 1968, the preponderance of mastery learning literature has focused on the North American experience. In response to the lack of a worldwide perspective on mastery learning, this paper attempts to operationalize the international dimensions of mastery learning by specifying its essential meaning and defining characteristics, its current status in the international professional literature, and needed initiatives for advancing mastery learning efforts internationally. These efforts concentrate on: (1) establishing communication networks; (2) determining topical areas of focus; and (3) formulating research and development methodologies. (Contains 117 references.) (SLD)

ED 359 261 TM 020 030

Kraft, Nancy P.

experience, instrumentation information, and other study results. Included are 63 tables, 1 graph, and 40 references. (JB)

ED 359 277 UD 028 812

Weitzman, Eben A.
Effects of Cooperative Learning and Conflict Resolution on Student-Perceived Social Climate at an Alternative High School.
SPONS. AGENCY- ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Grant (W.T.) Foundation, New York, N.Y.; New York City Board of Education, Bronx, N.Y.
PUB DATE- 92
NOTE- 73p.; A concise version of this paper appears in "The Effects of Training Cooperative Learning in Conflict Resolution and in an Alternative High School; see UD 028 807. For related reports, see UD 028 809-811 and UD 028 820.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; *Cooperative Learning; Economically Disadvantaged; *Educational Environment; Group Dynamics; High Schools; High School Students; Inner City; Interpersonal Competence; Minority Group Children; Nontraditional Education; *Program Effectiveness; *Sensitivity Training; *Student Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- *New York City Board of Education

A study was done of the effects of cooperative learning and conflict resolution on the student perception of the social climate at three campuses of an alternative high school in New York City. The study looked at the effect on one campus that received 2 years of conflict resolution training, another campus that received 2 years of cooperative learning training, and another campus that received 1 year of conflict resolution training followed by 1 year of training in both conflict resolution and cooperative learning. The data for the study came from a main student survey that was administered initially in June of 1988 to 350 students across three campuses and readministered at several points to new students. In May of 1989, January of 1990, and May of 1990, 345 students who had previously answered the pre-survey completed a similar post-survey. Analysis of the results found some of the following: (1) positive changes over time in discipline and clarity and fairness of policy; (2) students experienced more promotive interdependence over time but less liking for school and learning; and (3) generally positive changes with some differences between campuses. Included are 18 tables, 1 graph, 2 appendixes (containing 11 tables of data from a principal components analysis of climate measures and derivation of scale scores), and 28 references. (JB)

ED 359 278 UD 028 820

Lynch, Robin
Cooperative Learning, Self-Concept and Academic Achievement: A Theoretical Argument for Self-Concept as Mediating the Relationship between Cooperative Learning and Academic Achievement.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; New York City Board of Education, Bronx, N.Y.
PUB DATE- Dec 91
NOTE- 50p.; A concise version of this paper appears in "The Effects of Training in Cooperative Learning and Conflict

quality of actual mentoring relationships and the processes used to establish and support such relationships in Minneapolis (Minnesota). Interviews were conducted with mentoring program staff about pairs of proteges and mentors, with mentors, with proteges, and with another significant adult in each case who had first-hand information about the mentoring relationship. Four mentor relationships were included from each of five types of programs: traditional, long-term focused activity, short-term focused activity, team mentoring, and group mentoring. A total of 46 interviews were completed. The analysis found that participants in traditional programs described their relationships as meaningful, substantial, and important. Participants in long-term focused activity programs found attitudinal changes and enjoyment. Short-term, focused activity programs such as school-based tutoring brought significant benefits to participants. Team mentoring of more than one adult working with a young person often involved matching a child from a single parent family with a two-parent family and frequently resulted in a special more intense relationship with the father. Group mentoring where one adult works with a group of youth such as Girl Scouts resulted in satisfaction for the adult with the positive response from the youth, and all those interviewed spoke to the utility of these group sessions and the effectiveness of the processes used in the groups. The report includes a chart showing the topology of mentoring programs. (JB)

ED 359 296   UD 029 324

Crowley, Pamela M.; Garcia, Maria L.
New Curriculum Developments: An Investigative Survey of New York City's Community School Districts' Response to the Chancellor's Action Plan for Multicultural Education.
PUB DATE- 10 Jul 92
NOTE- 36p.; Paper presented at the Teachers College, Columbia University Conference on Urban Education (New York, NY, July 10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board of Education Policy; *Community Schools; *Curriculum Development; Demography; Elementary Education; *Elementary School Curriculum; Ethnicity; *Multicultural Education; Public Schools; Racial Relations; School Districts; School Surveys; Staff Development; Urban Education; Urban Schools
IDENTIFIERS- Action Plans; *New York City Board of Education; *Policy Implementation

A study was done to determine whether any community school districts within the purview of New York City Board of Education had been able to integrate the Chancellor's call to action for multicultural education at the Social Action-Decision Making level, which had been designated as the highest level of multicultural curriculum approaches. The research involved surveying 32 elementary school districts serving kindergarten through grade 8. A questionnaire developed for the study covered demographic information, organizing for education that is multicultural, developing curriculum that is multicultural, and staff development. Of 32 multicultural education coordinators surveyed, 11 returned completed questionnaires, for a response rate of 34 percent. Results indicate that: coordinators need more training; coordinators

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; Educational Cooperation; Educational Environment; Elementary Education; Elementary School Students; *Family School Relationship; Learning; Low Income Groups; Minority Groups; *Parent Participation; Parent Workshops; *Partnerships in Education; School Role; *Teacher Role; *Urban Teaching; Urban Youth

School-initiated activities to change the home educational environment can strongly influence student learning, even in schools serving low-income and minority families. This sourcebook shows various ways that schools can take the initiative in reaching out and working with families as equal partners; and explores how family life, school programs, teacher practices, and district policies can help build home-school partnerships for learning. The following five workshops give urban educators new data and strategies for working with parents of elementary school students in kindergarten through grade 6: (1) "Families as Learning Environments"; (2) "School Programs and Practices"; (3) "Communication Skills and Strategies"; (4) "Homework and Home Learning Activities"; and (5) "School District Policies and Supports for Home-School Partnerships." The workshops emphasize home-school partnerships, home learning activities (homework, leisure reading, family discussions, and other home activities that supplement and reinforce schoolwork), home learning environments, and family strengths. Each workshop contains a leader's guide (a workshop overview, notes on needed preparations, background information, and ways of conducting each workshop activity), transparency masters, and a workbook for participants. An appendix presents information on further strategies to reach and involve parents; Federal Government programs; and information about urban families of diverse nationalities and different racial and ethnic backgrounds; and annotated lists of readings and resource organizations. (RLC)

Surveys; Preservice Teacher Education; *School Statistics; Secondary School Teachers; *Teacher Attitudes; *Teacher Characteristics; Teacher Qualifications; Teacher Supply and Demand; *Teaching (Occupation)

In 1987-88, the National Center for Education Statistics conducted six major surveys that collected information on various aspects of the teaching profession. The surveys included: the Schools and Staffing Survey (SASS), the National Assessment of Educational Progress (NAEP), the National Education Longitudinal Study of 1988 (NELS:88), the Common Core of Data (CCD), the Recent College Graduates Study (RCG), and the National Survey of Postsecondary Faculty (NSOPF). This report draws from all of these surveys to profile America's teachers. It covers a wide variety of topics, such as the size and demographic characteristics of the teaching work force, teacher supply and demand, teacher education and qualifications, the use of resources in the school and classroom, teacher compensation, and teachers' opinions about various aspects of teaching and the teaching profession. Some highlights are as follows: in the fall of 1987 there were 2.6 million full-time equivalent teachers and 40 million students in the United States; 8% of the teachers were new to teaching, and 7% were returned to teaching after an absence of 1 year or more; 39% of teachers majored in general education for their bachelor's degree or associate's degree; a master's was the highest degree earned for 40% of public school teachers and 30% of private school teachers; 90% of public school teachers and 84% of private school teachers were employed full time as teachers; and the average scheduled salary for a beginning teacher with a bachelor's degree was $17,180 for public school teachers and $12,389 for private school teachers. Tables show data by teacher and school characteristics and in some cases also by state. Two appendixes provide detailed information about the various surveys and their sample designs, the overall accuracy of the estimates, and the statistical procedures used; and the standard errors for all estimates cited in comparisons and selected other estimates. (Contains 54 references.) (LL)

ED 359 186   SP 034 665

Myers, Charles B.

Beginning Knowledge of Beginning Teacher Education Students, Implications for What They Are Taught: Institutional and Group Comparisons.

PUB DATE- Apr 93

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Copies of the instrument used in this study and of the initial instrument used for earlier phases of the general study are available to teacher educators upon request. Requests should be addressed to Charles B. Myers, Associate Dean for Academic Affairs, Box 504, Peabody College, Vanderbilt University, Nashville, TN 37203.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attitude Measures; College Students; Comparative Analysis; *Education Majors; Elementary Secondary Education; Higher Education; *Knowledge Level; Preservice Teacher Education; *Prior Learning; Questionnaires; Schools of Education; *Student Attitudes; Teacher Educators; *Teaching (Occupation) and teacher comments, and 56 student compositions regarding portfolios. Students maintained working portfolios all semester, and selected items for permanent inclusion at the end of each semester. Portfolios counted heavily for grades in both classes. Portfolios in these classes met the qualifying criteria, but no impact on assessment practice was discernible. A single significant criterion was apparent in both classes, and that was completion of the assignment on time. Neither quality of work nor student growth appeared to be a consideration. Both teachers expressed discomfort regarding assessment. Students generally expressed favorable attitudes toward portfolios, but most (9 of the 11 interviewed) viewed the teacher as the primary variable in determining grades. Findings suggest that even expert instructors may lack the awareness, knowledge, and skills to participate in professional assessment practices, particularly with portfolios. One graph and one chart illustrate the discussion. (SLD)

ED 359 205 TM 019 831

Shanks, Joyce
Unintended Outcomes: Curriculum and Outcome-Based Education.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Outcomes of Education; Political Influences; School Districts; Teacher Role; *Thinking Skills
IDENTIFIERS- *Outcome Based Education

Outcome based education (OBE) is a way to organize curriculum and instruction so that the focus is on what educators want students to achieve. Key principles are defining clear outcomes, expanding learning opportunities to better achieve these outcomes, and having high expectations for learning success. OBE must be viewed as a process, rather than a predetermined program. Most current OBE applications are traditional OBE, in which the starting transitional OBE, where higher order competencies are defined, but curriculum is not completely redesigned. In a third level, transformational OBE, curriculum development begins after the outcomes are defined in terms of what a person should do or know. Uses of OBE in various school districts are described. OBE is gaining acceptance at a time when school reform is a national priority. The OBE mission focuses on what students are able to do. Some limitations of OBE, and some of the political influences that characterize knowledge production are reviewed. Successful OBE depends on a careful examination of the politics of curriculum development and the role teachers will assume. (SLD)

ED 359 206 TM 019 832

Entwistle, Noel; Tait, Hilary
Approaches to Studying and Preferences for Teaching in Higher Education: Implications for Student Ratings.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

teachers and the principal. Teacher, researcher, and principal reactions are reported, with the eventual outcome in terms of increased openness among the parties to the school study and educational change. Appendix A lists the nine Common Principles of the coalition. Contains 38 references. (SLD)

ED 359 223 TM 019 986

Ackerman, Terry A.; Evans, John A.
A Didactic Example of the Influence of Conditioning on the Complete Latent Ability Space When Performing DIF Analyses.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Equations (Mathematics); *Item Bias; Item Response Theory; *Mathematical Models; *Predictive Measurement; Sample Size; *Test Items
IDENTIFIERS- *Latent Space; *Mantel Haenszel Procedure; Simultaneous Item Bias Procedure

A didactic example is provided, using a Monte Carlo method, of how differential item functioning (DIF) can be eliminated (and thus better understood) when the complete latent space is used. The main source of DIF is that the matching single criterion used in some DIF procedures, Mantel Haenszel or Simultaneous Item Bias (SIBTEST), does not account for all of the abilities used by examinees in both groups of interest. To resolve this problem, several researchers have tried to match on secondary variables, but with no success. In this paper, response data are generated from a 2-dimensional item response theory model for a 30-item test in which items are measuring uniformly spaced composites of theta(sub 1) and theta(sub 2). Two DIF detection methods, the Mantel Haenszel and SIBTEST detection procedures, are used under 3 reference/focal sample size conditions (1,000/250, 1,000/500, and 500/250). When the procedures conditioned on the number correct score, only on theta(sub 1), or only on theta(sub 2), the differential group performance followed predictable patterns. Likewise, when the matching criterion was a function of both thetas (i.e., the complete latent space was identified), the DIF was eliminated for all items as hypothesized. Twelve tables and two figures illustrate the analyses. (SLD)

ED 359 224 TM 019 992

Scherer, Marcia J.; And Others
Participatory Action Research (PAR): What It Is, What It Isn't, How It's Done, What You Get.
PUB DATE- Apr 93
NOTE- 90p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; Check Lists; *College Students; Deafness; *Educational Research; *Evaluation Methods; Guidelines; Higher Education; Instructional Materials;

construct validity and reliability of the measure, which is a welcome alternative to usual student rating forms in that it focuses on teaching and learning higher order thinking skills. Results further suggest that student perceptions of the teaching and learning environment have little or no relationship to student beliefs about expected course grades. Implications for future use of the SATL are discussed. Six tables and one figure present study findings. The SATL is included. (SLD)

ED 359 242 TM 020 011

Roe, Mary F.; Stallman, Anne C.
A Comparative Study of Dialogue and Response Journals.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Dialog Journals; Educational Environment; *Feedback; *Graduate Students; Higher Education; Interviews; *Literacy Education; Questionnaires; *Student Journals; Student Reaction; *Teacher Student Relationship

This study compared dialogue and response journal formats. The participants were members of a graduate class for literacy educators. Completing a journal containing dialogue and response entries was one assignment for this class. Data came from student journals, interviews, and questionnaires. The integration of findings from these sources indicated that students comparably completed each type of entry and believed the two formats served similar functions, e.g. exploring selected topics and/or connecting them with a classroom environment, improving their writing, reading critically, and influencing classroom practice. However, students preferred the dialogue format. They felt the feedback promoted collegial consultation, improved task engagement, and affirmed their feelings and ideas. These possibilities depended upon honest exchanges between a student and the instructor. Consequently, the linkage of the journal activity to the wider classroom culture was underscored. This wider culture can either enhance or undermine the potential of a journal activity. (A table shows paired sample t-tests of questionnaire items.) (Author)

ED 359 243 TM 020 012

Shen, Linjun
Constructing a Measure for Longitudinal Medical Achievement Studies by the Rasch Model One-Step Equating.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Figures 3-10 contain small print of marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Equated Scores; Estimation (Mathematics); Higher Education; Item Response Theory; *Knowledge Level; Licensing Examinations (Professions); *Longitudinal Studies; Mathematical Models; Medical Education; *Medical Students; Osteopathy; Rating Scales; *Test Construction

An Analytic Framework for Evaluating the Impact of Education Reform.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Critical Theory; Educational Assessment; *Educational Change; Educational Objectives; Educational Research; Educational Theories; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Ideology; Models; *Outcomes of Education
IDENTIFIERS- *Impact Evaluation; Reform Efforts

Components that should comprise a model for analyzing the impact of educational reform are discussed. An analytic framework is presented that consists of a synthesis from research of the following elements considered crucial in the formation of such a framework: (1) objectives or goals of the reform; (2) processes used to reach those objectives; and (3) outcomes that result from interaction of the objectives and processes. These categories are placed and analyzed in a broader social, political, economic, and cultural context that in turn is placed within an ideological context or theoretical perspective. Positivism, interpretivism, and critical theory are compared; and critical theory is identified as the basis of the proposed analytic framework. The next layer of the model explores contextual considerations. A model must also include an analysis comparing the objectives of the reform to the processes by which the reform is conceived and implemented. A model based on critical theory supports the necessity of using standards of societal concerns to assess the degree to which educational outcomes have been achieved. Assessing this degree of achievement is accomplished through an analysis of specific policy goals and outcomes and then through questioning standards and criteria that had previously been accepted as givens, such as equity and quality of life. (Contains 62 endnotes and 32 references.) (SLD)

ED 359 262 TM 020 031

Wang, Yuh-Yin Wu; Schafer, William D.
Maximum Likelihood and Minimum Distance Applied to Univariate Mixture Distributions.
PUB DATE- Apr 93
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Simulation; Equations (Mathematics); *Estimation (Mathematics); Graphs; *Mathematical Models; *Maximum Likelihood Statistics; Monte Carlo Methods; Statistical Distributions
IDENTIFIERS- EM Algorithm; *Minimum Distance Principle; Mixtures; *Univariate Analysis

This Monte-Carlo study compared modified Newton (NW), expectation-maximization algorithm (EM), and minimum Cramer-von Mises distance (MD), used to estimate parameters of univariate mixtures of two components. Data sets were fixed at size 160

Resolution in an Alternative High School"; see UD 028 807. For related reports, see UD 028 809-812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Educational Theories; Group Dynamics; High Schools; *High School Students; Interpersonal Competence; Minority Group Children; Nontraditional Education; Potential Dropouts; *Self Concept; *Student Motivation; Urban Schools; Urban Youth
IDENTIFIERS- *Academic Self Concept; *New York City Board of Education

This paper presents an argument that cooperative learning's effect on academic achievement is mediated by students' academic self-concept and academic goals as well as briefly reporting findings from an empirical investigation of the theories presented. The paper argues that the psychological processes produced by cooperative learning groups cause students to identify with the group of which they are a part. This identification affects the students' self-concept, so they come to define themselves in part as a member of the group. Research indicates that identification with a group results in the adoption of group goals or the group's expectations. Thus, it is argued that group expectations help determine individual goals, and individual goals affect the learner's ability to learn. The empirical investigation that supports these arguments involved a regression analysis, which used cooperative learning as the independent variable, student self-concept and student goals as mediating variables, and academic achievement as the dependent variable. The research shows that students who were more involved in cooperative learning classes had higher scores on a measure of student self-concept and that students' academic self-concept and the students' academic goals were positively related to academic achievement. Included are 6 tables, 2 flowcharts, and 19 references. (JB)

ED 359 279 UD 029 035

Evans, Robert W.; Nieman, Ronald H.
The Bronson Settlement Review: Year Eight 1991-92.
PUB DATE- Nov 92
NOTE- 508p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; Black Youth; *Court Litigation; Discipline; Elementary Secondary Education; *Equal Education; In School Suspension; Minority Group Teachers; *Racial Balance; Racial Discrimination; Racially Balanced Schools; *School Districts; Urban Schools; Whites
IDENTIFIERS- *Cincinnati Public Schools OH; Coalitions; *Policy Implications

The Cincinnati (Ohio) Public School System was evaluated for the eighth year on progress on ongoing issues resulting from the Bronson Settlement, a court ordered equal education program. This year's evaluation focused on staff racial balance, the Coalition of Innovative Schools, student discipline, and continuation of Bronson initiatives. The district was released from continued court involvement in staff racial balance when the teaching staffs of each district school were brought within the established guidelines in September, 1991. The Coalition for Innovative Schools was modified in 1991, and the success experienced in the first years of the program was documented once again. The district addressed student discipline, focusing are overloaded with work and underfunded; many unique activities were occurring in schools as a result of developing curriculum that was multicultural; and that the Social Action-Decision Making Approach, although the primary aim along the continuum of reform and restructuring, was rarely used. It was found also that, although race and ethnicity are addressed, very little has been done in incorporating the perspectives of gender, age, and sexual preference; and staff development efforts need to be continued as many staff had not had opportunities for professional development in multicultural education. For the most part, districts now engaged in curriculum development are not using the Social Action-Decision Making Approach. The study questionnaire is appended. (JB)

ED 359 297 UD 029 327

Davidson, Mary E.
Response to the Annual Desegregation Review, 1990-91. Part I: Student Assignment Component.
PUB DATE- Nov 92
NOTE- 39p.; For related documents, see UD 029 328-331.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Advisory Committees; Affirmative Action; Black Youth; *Desegregation Plans; Educational Planning; Elementary Secondary Education; Guidelines; Magnet Schools; *Program Implementation; Public Schools; Racial Composition; Racial Integration; Racially Balanced Schools; *School Desegregation; *Student Placement; Transfer Students; *Urban Schools; *Voluntary Desegregation; Whites
IDENTIFIERS- *Chicago Public Schools IL

The Monitoring Commission for Desegregation Implementation in the Chicago (Illinois) Public Schools formally responded to the 1990-91 Chicago Board of Education's Desegregation Review on Student Assignment. That Board report presented data on the contribution of various student assignment procedures to the voluntary desegregation of the schools. In addition, the report commented on strategies for relieving overcrowded schools, desegregation transfer program, magnet schools, mandatory backup measures, analysis of fiscal resources, interdistrict transfers, and the prevention of within-school desegregation. Analysis of this report by the Monitoring Commission notes the following concerns: (1) 11 of the 126 schools classified as integrated/desegregated are not meeting their racial balance criteria; (2) controlled enrollment may become an inadvertent vehicle for segregation or need more desirable enrollment sites for racial/ethnic minorities; (3) financial aspects of the report are difficult to evaluate because funding from all sources for individual schools is not provided; (4) permission for students to enroll in their attendance area schools once the school is at design capacity is supported; (5) the Commission supports mandatory measures to ensure compliance with the minimum 30 percent minority enrollment; and (6) the Commission does not endorse a recommendation that students from feeder schools should be given priority in the voluntary transfer process as it would undermine the lottery. Includes 12 tables. (JB)

ED 359 298 UD 029 328

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL Total Site Training for 28 Phase II

IDENTIFIERS- Austin Peay State University TN; Belmont University TN; Benchmarking; Middle Tennessee State University; Perception Research; *Preservice Teachers; Vanderbilt University TN

This paper describes the third phase of a multi-year study that has been assessing professional knowledge and perceptions of beginning teacher education students. This phase of the study reports on responses to a questionnaire designed to compare student knowledge across cohorts and institutions. The data reported here are from a total of 291 Phase Three questionnaires completed by undergraduate teacher education students who were attending their introductory teacher education course at 4 Tennessee universities (Peabody College, Vanderbilt University; Belmont University; Austin Peay State University; and Middle Tennessee State University). Primary questions addressed in the studies were: (1) At the time beginning teacher education students enter teacher education programs, what do they know and what perceptions do they hold about teaching, schools, and the life and work of teachers? (2) What do teacher educators know about this prior professional knowledge and perceptions of their students? and (3) How does the content of teacher education instruction fit with the professional knowledge and perceptions of the students for which the instruction is intended? Data summaries provide a benchmark for teacher educators to use in at least two ways: first, for the purpose of comparing their own students (if they wish to conduct similar surveys of them); and second, for background knowledge as teacher education courses are planned. (The bulk of the paper--22 pages--is devoted to data tables that report the findings; contains 28 references.) (LL)

ED 359 187 SP 034 671

Garmon, M. Arthur

Preservice Teachers' Perceptions of the First Year of a Teacher Preparation Program.

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; Educational Practices; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Methods Courses; *Preservice Teacher Education; Prior Learning; *Program Effectiveness; Special Education; *Student Attitudes; Teacher Education Programs; Teacher Educators; Teaching Experience; Teaching Models; *Theory Practice Relationship

IDENTIFIERS- *Preservice Teachers

This paper reports the findings of a year-long study of 11 preservice teachers' perceptions of the first year of a teacher preparation program. These students were interviewed individually at least four times, and reported that learning concrete teaching methods was one of the most valuable aspects of their preparation because these methods could be used in their own teaching, because they served as illustrations or examples of teaching possibilities, and because they facilitated the students' understandings of concepts they were being taught. Students also valued having opportunities to work in classrooms because these experiences helped to familiarize them with teaching practices, gave them firsthand knowledge of pupils, contributed to their knowledge of their own beliefs and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; *Course Evaluation; Engineering; Factor Analysis; Foreign Countries; Higher Education; Maximum Likelihood Statistics; *Personality Traits; Psychology; Questionnaires; Student Attitudes; *Student Evaluation of Teacher Performance; Study Skills; Teacher Effectiveness
IDENTIFIERS- *Approaches to Studying Inventory; *Preference Data; Scotland

Two studies in Scotland used similar questionnaires to examine relationships between approaches to studying and students' preferences for different types of learning environments. The first study also examined the relationship with students' evaluations of their courses, while the second included reasons for choosing that course (educational orientation). In the first study, a questionnaire was designed containing a shortened version of the Approaches to Studying Inventory and administered to 123 first-year engineering students. A similar questionnaire was administered in the second study to 153 first-year psychology students. Maximum likelihood factor analysis explored the dimensions of interest. For failing students there was a substantial incoherence between their approaches to studying and their patterns of preference for different kinds of teaching and courses. Students who adopted deep or surface approaches to studying also preferred methods of teaching and assessing that encouraged their own approaches to learning. Consequently, there were differences in the types of teaching students would rate highly. Students are likely to define good teaching differently based on their approaches to studying. Four tables present study findings. (SLD)

ED 359 207 TM 019 833

Nandakumar, Ratna; Junker, Brian W.
Estimation of Latent Ability Distributions under Essential Unidimensionality.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Elementary Secondary Education; *Estimation (Mathematics); Mathematical Models; Statistical Distributions; *Student Evaluation
IDENTIFIERS- Ability Estimates; ACT Assessment; Empirical Distribution Function; Essential Independence (Tests); Item Characteristic Function; Kernel Method; *Latent Ability Distributions; Monitoring; Proportion Correct Score; Smoothing Methods; *Unidimensionality (Tests); Violation of Assumptions

In many large-scale educational assessments it is of interest to compare the distribution of latent abilities of different subpopulations, and track these distributions over time to monitor educational progress. B. Junker, together with two colleagues, has developed a simple scheme, based on the proportion correct score, for smoothly approximating the ability distribution from binary responses. The method works for essentially unidimensional models under essential independence. The smoothing parameter is refined, and the

Interviews; Outcomes of Education; *Participatory Research; Program Development; Research Design; *Research Methodology; Social Science Research
IDENTIFIERS- National Technical Institute for the Deaf

An approach to educational research that is receiving renewed attention is participatory action research (PAR), which emphasizes a bottom-up approach to research as well as useful outcomes. PAR is a philosophy, and not a methodology per se. It is a deliberate, goal-directed, structured, and applied means of obtaining information that looks to informants as active participants in the evaluation and research process. The generalizability of findings is deemphasized in favor of localized, individually meaningful action outcomes. PAR emerges from sociology and social/cultural anthropology, and can use mixed methods and any design in which evaluation/research is participant directed. Several examples are given of the PAR approach. Appendix A describes a program evaluation conducted at the Department of Science and Engineering Support at the National Technical Institute for the Deaf (NTID) of the Rochester (New York) Institute of Technology involving 56 students. The survey instrument is included. Appendix B describes an interview study in which staff at the Instructional Design and Evaluation Department of the NTID were asked about the quality of instructional materials and the data were used to create guidelines and checklists for project planning and development. Appendix C contains a report on the development of instructional materials for two courses at the NTID. (SLD)

ED 359 225 TM 019 993

Bobbitt, Sharon A.; And Others
Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91. Schools and Staffing Survey. E.D. Tabs.
PUB DATE- Jun 93
NOTE- 114p.; For the teacher followup survey, see TM 019 968; for the 1987-88 Schools and Staffing Survey, see ED 350 333.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Bound Students; Compensatory Education; Educationally Disadvantaged; Elementary School Teachers; Elementary Secondary Education; Graduation; *National Surveys; *Private Schools; *Public Schools; Research Methodology; School Personnel; School Statistics; *School Surveys; Secondary School Teachers; Tables (Data); Teacher Characteristics; *Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report on the Schools and Staffing Survey (SASS) of 1990-91 presents data on public and private schools, school administrators, and teachers. Data reported for schools include programs or services offered, schools with students receiving Chapter 1 services, graduation rates, and college application rates. The SASS was first conducted in 1987-88 and repeated in 1990-91. It is planned for 3-year intervals in the future. The approximately 80,000 public schools and nearly 25,000 private schools account for approximately 76 percent and 24 percent, respectively, of the almost 105,000 schools in the United States. Of the nation's 44.8 million children in kindergarten through 12th grade, about 89.6 percent were enrolled in public schools. Among the highlights from the survey are the following: (1) some 8.5 percent of public school teachers and

IDENTIFIERS- Ability Estimates; BIGSTEPS Computer Program; Missing Data; National Board of Osteopathic Medical Examiners; *Rasch Model

As part of a longitudinal study of the growth of general medical knowledge among osteopathic medical students, a simple, convenient, and accurate vertical equating method was developed for constructing a scale for medical achievement. It was believed that Parts 1, 2, and 3 of the National Board of Osteopathic Medical Examiners' (NBOME) examination together represented the basic concepts and principles of the entire medical sciences, so all 3 (comprising 9 examinations in all) were combined in a linking chain into a large examination representing 2,814 items and 5,168 persons, although there was substantial missing data. The Rasch model measurement program BIGSTEPS was used to calibrate this huge examination. Despite the large amount of missing data, the program converged smoothly. Distributions of person ability were not affected by the equating. Results suggest that Rasch measurement one-step equating is a valid, efficient, and accurate way to construct a measure for longitudinal medical achievement studies. The one-step technique accomplished by BIGSTEPS provided good person ability estimates on the whole examination, and consistent difficulty estimates for items. Ten figures and two tables present details of the analyses. (SLD)

ED 359 244 TM 020 013

Rafferty, Eileen A.; Treff, August V.
Issues in Constructing School Profiles.
PUB DATE- Apr 93
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Role; *Comparative Analysis; Cutting Scores; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Error of Measurement; Evaluation Problems; Measurement Techniques; *Profiles; Research Reports; Resource Allocation; Sampling; School Effectiveness; *School Statistics; Student Mobility; *Test Results; Transient Children
IDENTIFIERS- Diversity (Groups); *Diversity (Student); Missing Data

Some of the issues faced by institutions as they attempt to design a system of constructs that reflects the diversity of their schools are addressed. The choice of statistic, percentage passing versus mean, used in reporting test results can impact the allocation of services to subpopulations in the school. Percent passing statistics tend to focus resources on students whose scores fall near the cutoff for passing, while annual comparisons of mean scores tend to be affected most by students scoring at the extremes of the distribution. Sample bias is another issue that cannot be ignored. Test scores can be affected by large numbers of geographical transients. Errors of omission can have a snowball effect on statistics such as attendance, and distortion attributable to omission can affect test results as well. Administrators must look beyond common sense indicators of school success to construct statistical profiles that reflect disparate populations fairly. Indicators must be designed so that community pressure to show improvement does not, in fact, reward or ignore deleterious practices. (SLD) and manipulated by mean separation, variance ratio, component proportion, and non-normality. Results indicate that NW is the poorer estimation procedure. EM is less sensitive to different initial inputs and produced the lowest singularity rate. MD is more robust to non-normality and to incorrect model assumption of variance. In practice, MD is recommended. The singularity problem is not severe enough to be a practical concern. (Twelve figures present details of the simulations and analyses.) (Author/SLD)

ED 359 263 TM 020 032

Perry, Patricia D.
High Dimensional Empirical Bayes Canonical/Interbattery Methods Applied in a Small Sample Survey of Adolescent Alcohol Use.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Analysis of Covariance; *Bayesian Statistics; Correlation; *Drinking; Estimation (Mathematics); Factor Analysis; *Factor Structure; High Schools; *High School Students; Mathematical Models; Questionnaires; Regression (Statistics); Reliability; Research Design; *Sample Size; Surveys
IDENTIFIERS- *Empirical Bayes Estimation; Self Report Measures; Student Surveys

Researchers have been limited in their ability to examine multiple constructs simultaneously due to the constraints imposed by traditional statistical methods. The most notable limitations include the need for a relatively large sample size while restricting the variables to a relatively small number. The application of a newly discovered statistical technique to overcome these limitations, namely, the use of weighted structural regression techniques to generate an empirical Bayes estimate of the covariance matrix as the starting point for a canonical correlation/interbattery factor analysis, is described. How availability of the new method affects research design and analysis is illustrated through a study of adolescent alcohol use. High school students (n=338) completed self-report measures of alcohol use and psychosocial mediators of alcohol use. The canonical correlation/interbattery factor analysis produced five factors, four of which were used for interpretation. The fifth factor did not contain any variable with a sufficient proportion of reliable variance within the criterion set. Analytic results provide extensive information about the reliability of individual items and the proportion of reliable variance of each item within the factor structure. The investigator was able to describe multiple relationships that emerged within the overall factor structure as well as the strength of those relationships. Two figures illustrate the discussion, and five tables show analysis data. (SLD)

ED 359 264 TM 020 033

Flesher, Jeffrey W.
Context and Expertise: The Case of Electronic Troubleshooting.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American

on the disproportionate number of suspensions of black students through court-instigated recommendations, increases in the in-school suspension classes, involving many of the staff and students in disciples-related training programs, and work done by the Discipline and Truancy Improvement Team. Review of the district and its board's past support for Bronson initiatives suggests a firm, ongoing commitment to equal education in Cincinnati. Appendixes contain supporting documents and include the court decision on staff racial balance, an evaluation report, a study of racial disparities in student discipline, a Discipline and Truancy Improvement Team final report, a summary of suspensions, minutes of the Community Wide Task Force meeting, and a report on Taeuber Index values. (JB)

ED 359 280   UD 029 067

Mabbutt, Richard
Hispanics in Idaho: Concerns and Challenges. Idaho Human Rights Commission, Research Report.
PUB DATE- 90
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Advisory Committees; Agricultural Laborers; *Civil Rights; *Community Attitudes; Demography; Educational Discrimination; Elementary Secondary Education; Equal Education; Ethnic Discrimination; Government Role; *Hispanic Americans; Postsecondary Education; *Racial Relations; State Government; State Surveys
IDENTIFIERS- Hispanic American Education; Hispanic American Students; *Idaho; Testimony

A study was done of the civil rights status of Hispanics in Idaho with respect to issues raised at a series of community hearings sponsored by the Idaho Human Rights Commission. Testimony included concerns about state and local hiring practices; the perceived need for bilingual state social service providers and educators; the need for outreach toward Hispanics by the Human Rights Commission; perceived discrimination by local law enforcement officials; some type of workers' compensation coverage for farm workers; and the condition of Hispanic youth and the challenges of securing appropriate and adequate education. In order to investigate these issues the Commission conducted a survey of current information available and compiled a report. Among the findings were the following: (1) Hispanics in Idaho constitute the state's largest minority group; (2) census takers may undercount Hispanic persons; (3) median incomes are lower than the national figure; (4) unemployment rates are higher than national levels; (5) educational services for limited English speakers and others are scarce; (6) there is perceived educational and racial discrimination; and (7) there is a significant lack of comprehensive, complete, and accurate information regarding Hispanics in Idaho. Appendixes contain supplementary materials such as meeting reports, correspondence, and pertinent articles. (JB)

ED 359 281   UD 029 116

Sinclair, Beth; Gutmann, Babette
A Summary of State Chapter 1 Participation and Achievement Information--1989-90.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92

Schools (October 15, 1990 to January 30, 1991). Second Quarter, Year 4 Progress Report (Period Ending February 29, 1992).
PUB DATE- Apr 92
NOTE- 55p.; For related documents, see UD 029 327-331.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Citizen Participation; Community Involvement; *Educational Planning; Elementary Secondary Education; *Leadership Training; Parent Participation; Principals; *Program Implementation; Public Schools; School Based Management; *School Desegregation; School Restructuring; Student Participation; Teacher Participation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Project CANAL

An evaluation was done of the participation of the core planning team members (CPTs) of 28 Phase II schools in Chicago (Illinois) in total site training provided by the Creating a New Approach to Learning Project (Project CANAL) for their schools from October 15, 1990 through January 30, 1991. The training's purpose was to assist schools to evaluate their own mindsets and to consider potential alternatives that could make a difference in the school. Given the presence of a cadre staff to relieve school staff of their regular responsibilities, participation by CPT members was lower than might be expected: 24.3 percent of the principals did not take part in any session; 36 percent of the teachers were absent; 41 percent of the Professional Personnel Advisory Council members were absent; 47.5 percent of the ancillary staff failed to attend any session; 82.8 percent of the students were missing; 56.4 percent of the parents did not take part; and 98 percent of the community members were absent. Overall, more than half of the CPT members did not participate in total site training. The review encouraged staff to address this issue in the upcoming action plan for the fourth year. Appendixes contain information on the site training, a list of 28 Phase II CANAL schools, training center activities, information on members of the monitoring commission staff, and a report on budget status. (JB)

ED 359 299 UD 029 329

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL Training Activities: Student Training Activities for 70 Project CANAL Schools (October 17, 1990 through June 6, 1991). Progress Report.
PUB DATE- May 92
NOTE- 44p.; For related documents, see UD 029 327-331.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Community Involvement; Elementary Secondary Education; Parent Participation; *Program Implementation; Public Schools; *Student Participation; *Training; Urban Schools; *Workshops
IDENTIFIERS- *Chicago Public Schools IL; Progress Reporting; *Project CANAL

An evaluation was done to assess the participation of students from the 70 Creating a New Approach to Learning Project (Project CANAL) schools in training activities organized by Project CANAL. Two activities were included. The first, titled "Student Workshops," consisted of a series of five 1-day workshops that sought to provide students with vision and motivation for achievement, and also to involve students in special projects to be presented at a second activity titled, abilities, and enabled them to see theory being put into practice. The aspects of their preparation which they identified as most unsatisfactory included the heavily theoretical nature of their courses, inadequate opportunities for spending time in classrooms, insufficient instruction in classroom management, and some instances of poor quality instruction. The paper concludes with a discussion of the implications findings might have for teacher educators. An appendix provides mid-year and end-of-year interview questions. (Contains 30 references.) (Author/LL)

ED 359 188 SP 034 698

Intercollegiate Sports. Hearing on Title IX Impact on Women's Participation in Intercollegiate Athletics and Gender Equity before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- Feb 93
NOTE- 58p.; Serial No. 103-1.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Athletics; Educational Legislation; *Federal Legislation; Females; Hearings; Higher Education; *Intercollegiate Cooperation; Males; *Review (Reexamination); Sex Discrimination; *Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

The purpose of this hearing was to re-examine the status of women's participation in intercollegiate athletics and the impact of the regulations mandated by Title IX of the Education Amendments of 1972. The chairwoman, Honorable Cardiss Collins, opened the hearing by stating that 20 years after passage of Title IX, men continue to dominate all areas of collegiate sports and to get the lion's share of athletic scholarships, coaching salaries, and operating expenses. This document, a complete transcript of the proceedings, provides testimony by the following witnesses, Thomas K. Hearn, Jr., President, Wake Forest University, accompanied by Dianne Dailey, Director, Women's Athletics; Phyllis L. Howlett, Co-Chair, NCAA Task Force on Gender Equity; Grant G. Teaff, Director of Athletics, Baylor University; and Donna A. Lopiano, Executive Director, Women's Sports Foundation. Witnesses' responses to subcommittee questions are included. (LL)

ED 359 189 SP 034 717

School-Based Clinics That Work.
PUB DATE- Jun 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Health Promotion; Medical Services; *Performance Factors; *Primary Health Care; Public Health; Student Attitudes; Student Participation; Success
IDENTIFIERS- *School Based Clinics; Site Visits

This paper describes a small set of successful school-based clinics (SBCs) that provide primary health care services for the underserved and identifies factors contributing to their success. Six sites were selected on the basis of three general criteria: (1) direct involvement between the SBC and a federally-funded community health center (CHC); (2) wide results obtained by Junker are replicated. The performance of the discrete empirical distribution function (EDF) and the kernel smoothed distribution estimate (KDE) in estimating ability distribution under essential unidimensionality was studied, and the methodology was illustrated with a real data set from 5,000 examinees taking the American College Test reading test. The KDE and EDF estimators are simple, fast, and easy to compute methods to recover latent distributions. These estimators work for a general class of item characteristic curves, and are robust under violations of local independence and strict unidimensionality assumptions. Seven tables and 34 graphs are included. (SLD)

ED 359 208 TM 019 834

Lafleur, Clay
A Participatory Approach to District-Level Program Evaluation: The Dynamics of Internal Evaluation. Draft Copy.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Processing; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; French; History Instruction; Interviews; Library Services; Mathematics Instruction; *Participative Decision Making; *Program Evaluation; *Research Methodology; *School Districts; School Guidance; School Surveys; Test Construction; Test Interpretation
IDENTIFIERS- *Internal Evaluation; Ontario (Simcoe County); *Participatory Evaluation

Correspondence, survey, and group interview data were combined to investigate the nature and consequences of participatory evaluation activities in a medium-sized school district (48,000 students) in Simcoe County in Ontario (Canada). The study focused on the dynamics, supporting conditions, and consequences of internally conducted participatory evaluation. Data were collected from staff who participated in several evaluation studies, including evaluations of student guidance services, library services, intermediate mathematics, intermediate history and contemporary studies, and French as a second language. In each case, the author, as the sole district staff member in a research capacity, provided technical support for problem formation, instrument development, data processing, analysis and interpretation, development of suggested courses of action, and assistance in report writing. Results inform the researchers' understanding of the conditions supporting effective internal participatory evaluation. (Author/SLD)

ED 359 209 TM 019 835

Olejnik, Stephen; Huberty, Carl J.
Preliminary Statistical Tests.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches,

14.5 percent of private school teachers were newly hired in 1990-91; (2) almost 5.4 million public school students and about 200,000 private school students received publicly funded Chapter 1 services in 1990-91; (3) the percent of public high school graduates who applied to college averaged 53 percent compared to 76 percent private school rates; (4) a Master's degree is the highest degree held by 60.5 percent of public school principals and 47.4 percent of private school principals; (5) about one-quarter of public school teachers and 11 percent of private school teachers had over 20 years of full-time teaching experience in school year 1990-91; and (6) the average base salary of public school teachers was $31,296 and $19,783 for private school teachers. Study data are presented in 38 tables, and there are 26 tables of supplemental data in Appendix A. (SLD)

ED 359 226 TM 019 995

Sietsema, John
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1990-91. Statistical Analysis Report.
PUB DATE- Apr 93
NOTE- 51p.; For the 1988-89 report, see ED 335 387.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Geographic Regions; High School Graduates; *Institutional Characteristics; Minority Groups; *Public Schools; *School Districts; School District Size; School Statistics; School Surveys; Special Education; Tables (Data); Teacher Student Ratio; Urban Areas; *Urban Schools
IDENTIFIERS- *Common Core of Data Program; *Large School Districts; United States

Basic descriptive information is provided about the 100 largest school districts in the United States and its outlying areas during the 1990-91 school year. The 100 largest public school districts, representing fewer than 1 percent of all school districts, were responsible for educating 23 percent of all public school students. Characteristics that are noted include average and medium size, student-teacher ratios, number of high school graduates, numbers of pupils receiving special education, and minority enrollment as a proportion of total enrollment. This information is contained in nine basic tables. Almost all of these districts encompass large cities, but only about half are confined to city limits. About 70 percent are in coastal states, and of the 89 districts for which student racial/ethnic information was reported, 47 districts have over 50 percent minority enrollment. The 100 districts employ about 23 percent of the nation's public school teachers and accounted for about 17 percent of all public schools and over 19 percent of public high school graduates. Schools in these districts tended to be 39 percent larger than the average U.S. school and to have a slightly higher pupil/teacher ratio than those in other districts. The nine basic tables and the three tables listing selected statistics present data collected by the National Center for Education Statistics for the Common Core of Data. One figure illustrates the location of these districts. Three appendixes list the largest districts and contain the survey documents for the elementary school and secondary school universes and the school agency universe. (SLD)

ED 359 245 TM 020 014

Boser, Judith A.; And Others
Attendance Factors for a Regional Research Organization's Annual Meeting.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; Conference Papers; Conference Proceedings; *Conferences; *Educational Researchers; Group Membership; *Meetings; *Participation; Response Rates (Questionnaires); *Urban Areas
IDENTIFIERS- Mail Registration; *Mid South Educational Research Association

One of the indicators of the health of an organization is the number of individuals participating in its annual meeting. Factors influencing meeting attendance and the relationships between positive attendance indicators and registration were studied for the Mid-South Educational Research Association, using participant data for 1984 through 1992. Possible attendance factors considered were paper submissions, accepted papers, number of participants, proceedings listings, number of registrants, host city population, and recency. Changing the location of the annual meeting does not appear to cause major shifts in the geographic composition of those who attend. Site rotation does have a tendency to produce positive effects on participation in the host state both during the host year and the subsequent year. Initial attempts to predict registration on the basis of information available from previous years (numbers of submissions, accepted papers, participants, and individuals in the proceedings) were less than successful. Required advance registration of participants may provide the best indicator of meeting registration, while it minimizes on-site registration efforts and delays. Five tables present study data, and a map depicts meeting sites. (SLD)

ED 359 246 TM 020 015

Herbert, Margaret E.; Dionne, Jean-Paul
Implicit Theories about Everyday Problem Solving.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Communication (Thought Transfer); Content Analysis; Foreign Countries; Identification; *Individual Differences; *Induction; Interviews; *Problem Solving; Protocol Analysis; *Self Concept
IDENTIFIERS- *Implicit Theories; *Mental Models

Mental models or implicit theories held by adults about everyday problem solving were studied. Research questions were posed to 12 male and 12 female adults, aged 25 to 60 years, from a wide range of educational and occupational orientations. Subjects were interviewed in pairs. Verbal Protocol Analysis was used to

Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Computer Simulation; *Context Effect; *Electronics Industry; *Engineers; Hypothesis Testing; *Job Skills; Knowledge Level; Occupational Tests; Paraprofessional Personnel; Performance; *Problem Solving; Repair; Scientific Personnel; Teaching Methods; Training; *Troubleshooting
IDENTIFIERS- Aircrew Training Devices; *Expertise

Electronic troubleshooting expertise was explored in the three contexts (design, production, and repair) that reflect distinct problem solving task environments. The purpose of the effort was to provide a more precise definition of the boundaries of expertise in electronics troubleshooting and the relationship of context to the development of troubleshooting instruction. Actual troubleshooting performance was studied in contextually representative tasks. Two subjects (engineers and technicians) were selected from each of the following areas: (1) design engineering; (2) production testing; and (3) customer service or field service. Troubleshooting on an aircraft electrical system simulator board with design, production, or normal wear flaws was studied. Beyond knowing where to start in the process, actual troubleshooting process differences were few. Generally, all subjects were able to perform in a manner consistent with their expertise, and there appeared to be little overall difference in the ability of the troubleshooters to generate and evaluate hypotheses, acquire and interpret information, or select an appropriate problem space beyond the contextual reference. Difficulties were generally overcome through self-correction and continued data gathering. Subjects from all groups were able to demonstrate high levels of skill on these problems that were representative of typical job contexts. Implications for instruction in troubleshooting are explored. Five figures and five tables illustrate the discussion. (Author/SLD)

ED 359 265 TM 020 110

Mendro, Robert
The Place of Process Evaluation in Action Research.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Curriculum Development; *Curriculum Evaluation; Educational Assessment; *Educational Research; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; *Research Methodology; *Social Science Research; Student Participation; Time Factors (Learning)

Process evaluation is a critical element in understanding the results of any research. Because action research is conducted by practitioners, there is a tendency to think that there is little need for process evaluation. Yet, the complexity of factors underlying most educational treatments tends to defeat all but the best memories when attempting to recall specific facts regarding the treatment. Hence, there is a clear need for process evaluation in all but the simplest of action research

NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Delinquency; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Individual Characteristics; National Surveys; *Program Evaluation; Program Implementation; Remedial Instruction; *Resource Allocation; School Districts; State Federal Aid; Statistical Data; *Student Participation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report summarizes the 1989-90 State Performance Reports for the Chapter 1 Basic Grants to Local Educational Agencies (LEAs) and the Chapter 1 State Agency Neglected or Delinquent Program. The Neglected or Delinquent Program served youths in state-operated adult and juvenile correctional facilities and facilities for neglected children. The report used information submitted by the states to the U.S. Department of Education. Some of the findings include: (1) overall participation rates are increasing particularly in the secondary grades; (2) nearly 75 percent of program participants were instructed in reading and 50 percent in mathematics; (3) almost one-half of the staff funded by Chapter 1 were teachers; (4) non-Hispanic Whites were the largest proportion of participants at 42 percent; (5) 1,264 schoolwide projects were reported; (6) for Chapter 1 students tested in reading and mathematics, posttest scores were higher than pretest scores at every grade level; (7) nationally, 18 percent of Chapter 1 schools were identified for program improvement; (8) allocations for the Chapter 1 LEA program totaled approximately $4 billion, a 5 percent increase over the previous year; (9) in the Neglected or Delinquent Program 64 percent of the participants were delinquents, 32 percent were in the adult correctional system, and 4 percent were classified as neglected. Seventy tables and 16 figures display the report data. (JB)

ED 359 282 UD 029 242

Paredes, Vicente
A Study of Urban Student Mobility. Publication No. 92-21.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Demography; Elementary Education; *Elementary School Students; Ethnicity; Family Income; High Schools; *High School Students; *Junior High School Students; Low Income Groups; Middle Schools; Minority Group Children; *School Districts; *Student Mobility; Urban Schools; *Urban Youth
IDENTIFIERS- *Austin Independent School District TX; Middle School Students

Two studies were done to explore factors associated with the rate at which students move from one school community to another in the Austin (Texas) Independent School District. The first study sought to learn the demographics of mobile students. The second study examined the relationship between student mobility and achievement. The first study used school records to examine the variables of group (student mobility), low income status, "Celebrating Student Achievement." This activity consisted of a 1-day workshop at which students were given an opportunity to present the results of the projects they had identified during the earlier workshops. The goal of Project CANAL is to promote the academic achievement of students. The number of student training activities was small, and the training activity that was offered did not attract wide attendance on the part of students. When principals, teachers, ancillary staff, and parents of the 70 core planning teams and members of the local school councils were invited to the second training activity, only a few appeared. Specifically, at schools in Phase I of the CANAL Project, 29 percent of the events held had no attendance, only 7.6 percent had 4 or more students. At Phase II schools, 25 percent of events had no attendance and 3.6 percent of events had 3 students. Sixteen tables and profiles of Phase I and II schools are provided. (JB)

ED 359 300   UD 029 330

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL Training Activities: Parent Day Workshops for 70 Project CANAL Schools (April 18 through July 3, 1991).
PUB DATE- Jun 92
NOTE- 54p.; For related documents, see UD 029 327-331.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Community Involvement; Elementary Secondary Education; *Parent Education; Parenting Skills; Parent Participation; Parent School Relationship; Program Implementation; Public Schools; *Urban Schools; *Workshops
IDENTIFIERS- *Chicago Public Schools IL; *Project CANAL

An evaluation was done to assess the participation of parents from the 70 Creating a New Approach to Learning Project (Project CANAL) schools in Project CANAL training activities. Project CANAL offered workshops for parents during the months of April and July 1991. The parent day workshops were to provide parents of participating schools with data designed to increase their involvement in every aspect of their children's education. In addition to a speaker, each workshop day gave parents the opportunity to participate in small group workshops on parenting skills, assertive discipline, substance abuse awareness, a family study institute, the purpose of involvement, drug and gang awareness and prevention, citizens against crime, arts and crafts, communication skills, and roles and responsibilities of local school councils. Parents at each school were invited to four workshops. The April events attracted large numbers of participants: 331 parents from Phase I schools attended on April 18; and 200 parents from Phase II schools attended on April 19. Attendance at the July workshops declined dramatically, with the highest attendance at any of 3 July events being 50 parents. The low participation and the small number of parents reached through the training effort raises questions about whether this effort was a good use of resources. Includes 18 tables, and appendixes containing summary tables and profiles of Phase I and Phase II schools. (JB)

ED 359 301   UD 029 331

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL: An Overview of Year 4 Training

geographic distribution with urban/rural representation; and (3) a demonstrated measure of success in terms of substantial student enrollment. A visit was made to each clinic and interviews were conducted with the clinic director, key staff, a CHC manager, and student-users of the clinic. Based on the data collected, a case study was written for each site, providing information on the following SBC topics: geographic characteristics; characteristics of the student population; brief history and mission; management and staffing; space and facilities; outreach and marketing efforts; services offered; costs and financing; impact of services; ongoing concerns and problems; and keys to success. (Contains 28 exhibits and 26 references.) (LL)

ED 359 190 TM 019 778

Mazor, Kathleen M.; And Others
Identification of Non-Uniform Differential Item Functioning Using a Variation of the Mantel-Haenszel Procedure.
PUB DATE- Mar 93
NOTE- 15p.; Information from this article was presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 13-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Computer Simulation; *Item Bias; Item Response Theory; Research Methodology; *Statistical Distributions; *Test Items
IDENTIFIERS- *Mantel Haenszel Procedure

The Mantel-Haenszel (MH) procedure has become one of the most popular procedures for detecting differential item functioning (DIF). One of the most troublesome criticisms of this procedure is that while detection rates for uniform DIF are very good, the procedure is not sensitive to non-uniform DIF. In this study, examinee responses were generated to simulate both uniform and non-uniform DIF. Responses for 3 groups of 1,000 examinees (1 reference group and 2 focal groups) were simulated using a 3-parameter logistic item response theory model. A standard MH procedure was used first. Then examinees were split into two samples, by breaking the full sample at approximately the middle of the test score distribution. The tests (25 simulated tests) were then re-analyzed, first with the low performing sample, and then with the high performing sample. This variation improved detection rates of non-uniform DIF considerably over the total sample procedure without increasing the Type I error rate. Items with the largest differences in discrimination and difficulty parameters were most likely to be identified. Two tables present study data. (Author/SLD)

ED 359 191 TM 019 811

Dewalt, Mark; And Others
Effects of Instructional Method on Reading Comprehension.
SPONS. AGENCY- North Carolina State Univ., Raleigh.
PUB DATE- Feb 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; *Goodness of Fit; Literature Reviews; *Models; Regression (Statistics); *Research Methodology; Scholarly Journals; *Statistics; *Test Use
IDENTIFIERS- Exploratory Data Analysis; F Test; *Omnibus Tests; Power (Statistics); *Preliminary Tests; Repeated Measures Design; Sphericity Tests; Variance (Statistical); Violation of Assumptions

Applied researchers frequently precede analyses of interest with one or more preliminary tests, used to help researchers determine which variables to examine more closely, or whether there are anomalies in the data set. These texts can be classified into three categories: omnibus tests, tests for model fit, and exploratory tests. Fifty-four applied journal articles, 31 statistical textbooks, and the statistical literature are reviewed to discuss some limitations associated with uses of some preliminary tests. The focus is on the following topics: (1) the omnibus F-test in analysis of variance; (2) tests for variance equality; (3) tests for equality of regression slopes in analysis of covariance; and (4) tests for sphericity in repeated measures designs. In general, it is concluded that many preliminary statistical tests are not useful. In many contexts, omnibus tests do not answer questions of substantive interest. Preliminary analyses in tests for model fit are unnecessary because alternative less restrictive models can be used, and because many tests for violations of data assumptions lack adequate statistical power, or are overly sensitive to another assumption violation. More focused analyses are advocated, using less restrictive analytical models, and an increased use of exploratory analyses is recommended. One table illustrates the discussion. Lists of the journal articles and textbooks reviewed are appended. (Contains 43 references.) (SLD)

ED 359 210 TM 019 836

Yap, Kim O.
Integrating Assessment with Instruction in ABE/ESL Programs.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrators; *Adult Basic Education; Classroom Research; Community Colleges; Community Organizations; Correctional Institutions; *Educational Assessment; *English (Second Language); Instructional Design; *Integrated Activities; Interviews; Portfolios (Background Materials); Program Evaluation; Questionnaires; Writing Evaluation
IDENTIFIERS- *Performance Based Evaluation; Washington

A research project was conducted in Washington State in 1992 to develop an assessment system that could be used by adult basic education (ABE) and English-as-a-Second-Language (ESL) programs to satisfy accountability requirements and to provide assessment information useful for classroom instruction. In this preliminary work, 35 ABE/ESL programs administered by community and technical colleges, community-based organizations, and correctional facilities participated. Eight individuals, generally program administrators, participated in

ED 359 227 TM 019 996

Barton, Paul E.
Training To Be Competitive: Developing the Skills and Knowledge of the Workforce. Policy Information Report.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Economic Factors; Employer Employee Relationship; *Employment Qualifications; Information Literacy; Job Applicants; *Job Training; *Labor Force Development; *Literacy Education; National Surveys; Retraining; *Skill Development; Vocational Education

The extent of worker training in the United States is described, with information about the literacy level of job seekers. Major policy options available for increasing the investment in skills and literacy are discussed. Most data come from surveys by the U.S. Department of Labor. Data indicate that 2 of 5 workers received skill-improvement training, with this training concentrated in the 35- to 54-year-old group. Those who already had the most information, however, were those who had already received the greatest education. One in three workers received neither training to qualify for the job they held nor training to improve skills. Information training has long been the largest source of skill-improvement training, but formal programs are on the increase. A sample of 20 million participants in unemployment insurance programs or other job training programs was given an assessment of prose, document, and quantitative literacy. Results document the need for additional literacy training for large sections of the job seeking population. The knowledge base about investment in training is weak, but less appears to be spent on training in the United States than in competing countries. Employers apparently spend very little of the training budget on remedial education for workers. Different ways of increasing the training budget are discussed. Twelve figures and two tables present information from the various studies. (SLD)

ED 359 228 TM 019 997

Brody, Michael J.
A Comparison of Maine and Oregon Students' Science Knowledge Related to Marine Science and Natural Resources.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Concept Formation; Cultural Context; Ecology; *Elementary School Students; Elementary Secondary Education; Geographic Regions; Grade 4; Grade 8; Grade 11; Interviews; *Knowledge Level; *Marine Biology; Science Education; *Secondary School Students
IDENTIFIERS- *Maine; *Oregon

A comparison was made of student understandings of marine science and marine resource concepts in two geographically distant but similar sociocultural regions of the United States. The study is based on the nature of ecological events, students' understanding in the context of meaningful learning, and the analyze the data from two distinct vantages: first through a content analysis of specific responses to the interview questions, and then through the frequency of responses obtained from the application of a coding grid developed for the study. A generic model was derived and applied to recuperate and elaborate the emerging mental models. The integrated framework on induction proposed by J. H. Holland and others (1986) was adopted as a conceptual framework for the study by virtue of its use for ill-defined problems and its application to social science research. Results identify the predominance of the interpersonal and emotional factors salient to this genre of problem solving. Individual differences, communication, and problem identification are highlighted as the most significant and difficult areas on which success was contingent. Degrees of self-confidence and habitual usage of a system of method were seen to be significant factors, often correlated with experience and education. Two tables and two figures illustrate the study. (Author/SLD)

ED 359 247 TM 020 016

Mizelle, Nancy B.; And Others
Classroom Structures and Student Motivation: A Study of the Delta Project.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Research funded through the Eisenhower Act for the Improvement of Mathematics and Science Education under the Higher Education Section of P.L. 1002297, Title II.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Cooperative Learning; Educational Attitudes; Educational Improvement; Junior High Schools; *Junior High School Students; Longitudinal Studies; Middle Schools; Program Evaluation; Secondary School Teachers; Self Esteem; Student Attitudes; *Student Motivation; Teacher Attitudes; *Teaching Methods; Team Teaching
IDENTIFIERS- *Delta Project GA; Elbert County School District GA; *Middle School Students

The Delta Project involves an interdisciplinary team of 4 middle school teachers and their approximately 100 students working together throughout grades 6, 7, and 8 for the 1990-91, 1991-92, and 1992-93 school years in Elberton (Georgia). The relationships between the classroom structures used by the Delta Team teachers and the motivation of their students for the first 2 years of the project were studied. The project began when the teachers decided to create a new team organization, curriculum, and instruction. Three perspectives are brought together in this study. University-based researchers present an analysis of longitudinal data on the Delta classrooms. Teachers describe the project and its impact on students, and students relate their experiences. Overall, the Delta Project provides empirical evidence of the positive impact of the following practices on student motivation: (1) opportunities for working in groups that accept diversity; (2) opportunities for personally significant learning experiences; (3) opportunities for self-evaluation; and (4) opportunities to view mistakes as normal parts of the learning process. In general, students' self-esteem and attitudes toward school improved during the 2 years of the study. Students particularly undertakings. In this paper, the emphasis is on fundamental techniques that would underlie the evaluation of an investigation into implementation of a curriculum intervention. Four aspects of conducting process evaluations of curriculum intervention are considered. The first aspect is defining the actual curriculum as opposed to the intended curriculum. The next aspect is considering and tracking the level of student involvement. Thirdly, the process of instruction, the use of assessment in instruction, and the relation of both to process evaluation are examined. A final consideration is tracking time by instructional element through process evaluation. Each of these aspects must be examined in a carefully implemented process evaluation, an effort that will more than repay the practitioner. (SLD)

ED 359 266 TM 020 111

Du Bose, Pansy; Kromrey, Jeffrey D.
An Empirical Investigation of Equating Stability in a Single and a Double Linkage Design with Small Sample Sizes Using Angoff Model IV.
PUB DATE- Apr 93
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Comparative Testing; Computer Simulation; *Equated Scores; Graphs; Hearing Impairments; *Licensing Examinations (Professions); Mathematical Models; Monte Carlo Methods; Raw Scores; *Sample Size; Scoring; *Statistical Bias; Teacher Certification; *Test Items
IDENTIFIERS- *Angoff Methods; Bootstrap Methods; Empirical Research; Linear Equating Method; *Linkage; Test Equivalence

Empirical evidence is presented of the relative efficiency of two potential linkage plans to be used when equivalent test forms are being administered. Equating is a process by which scores on one form of a test are converted to scores on another form of the same test. A Monte Carlo study was conducted to examine equating stability and statistical bias in a single and double linkage plan in small samples. Small random samples of 25, 50, and 100 were drawn with replacement from archival test data files representing Form B (base form), Form N (next form) and Form C (current form) pseudo-populations. Test data from two teacher certification subject area tests, Art Education and Hearing Impaired, both K-12 were used. Using the Angoff Model IV non-equivalent linear equating model, an indirect link, a direct link, and the average of the two links, equating equations were computed for each pair of samples at each sample size per subject area examination. Stability of the equating plans was evaluated by calculating the bootstrap standard errors of equating. Results indicate that the direct linkage design is more stable across raw score points, equating bias for direct linkage is trivial, and equating bias is quite large for the indirect linkage design. The direct linkage design is recommended for use with small sample sizes. Two tables and 13 figures illustrate the analyses. (Contains 12 references.) (SLD)

ED 359 267 TM 020 112

vonEschenbach, John F.; Pavlak, Stephen A.
Importance and Attainment of Teacher Certification Competencies

ethnicity, and grade level. Results of data analysis indicate a strong relationship between low-income status and mobility. The second study compared student achievement on a norm-referenced tests. Student records over a period of 13 years were examined. Results indicate that students with higher numbers of moves had lower mean grade equivalents. Overall, the studies establish that there is a relationship among student mobility, income of the students' parents, ethnicity, and the grade level of the students; and that although mobility may not cause lower achievement, it is one factor in students' lives that can negatively affect learning. Includes six graphs. (JB)

ED 359 283   UD 029 254

Whalon, Constance; Karr-Kidwell, PJ
Teaching the Culturally Different: A Multicultural Framework for School Curricula.
PUB DATE- Jun 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Pluralism; Curriculum Design; *Curriculum Development; Elementary Secondary Education; Ethnic Stereotypes; *Multicultural Education; Public Schools; Role of Education; *School Districts; Staff Development; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Dallas Independent School District TX; Diversity (Student)

A multicultural framework for school curricula directed toward the culturally different was developed for implementation of court ordered multicultural education goals at the H. S. Thompson Learning Center of the Dallas (Texas) Independent School District. The philosophy of multicultural education suggests that ethnic diversity and cultural pluralism are essential ingredients and unceasing characteristics of American education and that schools are socializing agencies. A prime objective of multicultural education is to correct ethnic and racial myths and stereotypes by providing students with accurate information. The components of effective curricula begin with value, social action, and identification of key concepts that are related to ethnic context. Restructuring of teaching practices begins with training and development of all educators to introduce teaching strategies such as story telling, open classroom discussions and sharing time, and learning facilitation. A Curriculum Planning Committee comprised of teachers, parents, students, and the Community Advisory Subcommittee reviewed multiculturalism, administered surveys, and developed an Interdisciplinary Planning Framework, which teachers used in planning the thematic units across disciplines. Staff development training took place, which promoted collegial planning and discussion. Appendixes contain survey instruments, and teaching materials developed for staff and students. Contains 16 references. (JB)

ED 359 284   UD 029 256

Huang, Shwu-yong L.; Waxman, Hersholt C.
Comparing Asian- and Anglo-American Students' Motivation and Perceptions of the Learning Environment in Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

(September 1991 through February 1992). Progress Report. Third
Quarter, Year 4 Report (Period Ending May 31, 1992).
PUB DATE- Nov 92
NOTE- 68p.; For related documents, see UD 029 327-330.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; Community Involvement; Elementary Secondary Education; *Leadership Training; Models; Parent Participation; Principals; Program Implementation; Public Schools; School Desegregation; *School Restructuring; Student Participation; Teacher Participation; Teaching Methods; *Urban Schools; *Workshops
IDENTIFIERS- *Chicago Public Schools IL; *Project CANAL

An evaluation review was done of the training activities of the Creating a New Approach to Learning Project (Project CANAL) during the first half of Year 4 of the project. The review covered types of training opportunities that were available, observations on participation by members of the groups for whom the training was designed, some description of training content, and comments from a Monitoring Commission observer. The workshops were targeted for special groups including the core planning team (CPT) chairpersons for whom several workshops were held with varying levels of attendance. Three orientation sessions were held for local school council (LCS) members. Several workshops were also held for principals. Additional workshops were held for parent liaisons, and students. Training for CPT and LSC members used nine instructional models for improving academic achievement. Overview analysis suggests that the project continues to have difficulty in attracting individuals to its training sessions; and that while members of target groups are frequently absent, large numbers of others, especially parents, attend training that does not appear designed for them. Includes 12 tables and appendixes containing a list of Phase I and II schools, training center activities, a monitoring commission staff resume, and budget status. (JB)

ED 359 302 UD 029 338

Zilversmit, Arthur
Changing Schools: Progressive Education Theory and Practice, 1930-1960.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational History; Educational Practices; Educational Theories; Elementary Education; Elementary Schools; Humanistic Education; Population Trends; *Progressive Education; *School Districts; United States History; *Urban Schools
IDENTIFIERS- Cold War; *Illinois (Chicago); *Reform Efforts

Whether or not progressive educational practices are commonplace in American schools is explored, moving between descriptions of progressive education at the national level and close studies of several local school systems in the Chicago (Illinois) area. The focus is on elementary schools. The first half of the book centers on progressivism in the 1930s, when its influence was at its height, and the second section concentrates on the post World War II period, when progressivism was on the defensive. Chapter 1 defines progressive education, largely centered on the thinking of John Dewey. Chapter 2 examines several school

DESCRIPTORS- *Basal Reading; Comparative Analysis; Elementary Education; *Elementary School Students; Elementary School Teachers; Grade 3; Grade 4; *Instructional Effectiveness; Intelligence Quotient; Intermediate Grades; Predictor Variables; Racial Differences; *Reading Comprehension; Reading Instruction; Regression (Statistics); Scores; *Teaching Methods; *Whole Language Approach

IDENTIFIERS- California Achievement Tests; North Carolina

The relationship between type of reading instruction (whole language or basal) and reading comprehension as measured by the California Achievement Test (CAT) was investigated. Nineteen third- and fourth-grade teachers from school 5 districts in North Carolina took part in the project with 215 students in the basal group and 200 students in the whole language group. Multiple regression analysis was used to predict the comprehension scale score on the spring 1992 administration of the CAT. Predictor variables included intelligence quotient (IQ), reading instruction group (whole or basal), race, and CAT pretest score. Results indicate that the dependent variable is not significantly related to the method of reading instruction, and there is no interaction effect between reading method and IQ in predicting the CAT comprehension scale score. Two tables present study data. (Author/SLD)

ED 359 192 TM 019 812

Winkler, Dorman F.; And Others

Working Status and Student Performance.

PUB DATE- 18 Feb 93

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Attendance; Black Students; Correlation; Data Analysis; Grade Point Average; High Schools; *High School Students; Part Time Employment; *Student Employment; Student Interests; Time Factors (Learning); *White Students

IDENTIFIERS- Self Report Measures; Student Surveys

The effects of working and attending high school simultaneously on the academic achievement of students had more absences, and the effects of absences on achievement. Subjects were 130 juniors and 110 seniors, of whom 57 percent were working during the school year. Forty-six percent were male and 54 percent were female, and 86 percent were white and 12 percent were black. A survey was designed to obtain self-report data. Grade point average (GPA) and number of absences were obtained for all students. Data was analyzed with the Statistical Package for the Social Sciences. Many students were employed, with most averaging more than 20 hours employment per 7-day period. Personal desire and social pressure encourages many students to work, and some are supplementing the family income in a sluggish economy. For juniors, there was a relationship between number of hours worked and GPA. For seniors, the number of absences, not the hours worked, was the variable associated with GPA. Most juniors were still in core courses required for graduation, but many seniors have only English as a core course, with electives. Course schedules of seniors may better reflect their interests. The belief that the more hours worked, the lower the GPA, was not supported, although there was a noticeable effect for juniors. Four tables present study data.

key player interviews. Focus group discussions were attended by 9 teachers, 11 administrators, and 35 students. Questionnaires were completed by 35 administrators, 58 ABE teachers, 35 ESL teachers, 20 volunteers, 40 ABE students, and 25 ESL students. The following three assessment models were identified for making assessment useful for instructional purposes: (1) writing assessment; (2) portfolio assessment; and (3) classroom assessment. Implementation of these three models is likely to enhance the efficiency of ABE/ESL instruction while addressing accountability. (SLD)

ED 359 211   TM 019 837

Hamm, Jarold D.
A Qualitative Study of the Work and the Contextual Factors That Affect the Work of Exemplary Public School Curriculum Directors in Washington State: A Preliminary Analysis.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Context Effect; *Curriculum Development; Data Collection; *Educational Change; Educational Policy; Elementary Secondary Education; Organizational Climate; Political Influences; Public Schools; Qualitative Research; Research Methodology; School Districts; *School Restructuring; *Work Environment
IDENTIFIERS- *Curriculum Directors; *Washington

It has been difficult to define the work of curriculum directors for a variety of reasons related to educational structures and policies. Through the use of qualitative methodology, this study provides an in-depth analysis of the work of four exemplary curriculum directors in an effort to define their duties and responsibilities, identify the contexts in which they work, and gain knowledge that will help prepare others for work as curriculum directors. Data collection included observation, interviews, and document collection. For a variety of reasons, portraiture (Lightfoot 1883), a highly interactive research form, was the qualitative methodology chosen. The work of curriculum directors is impacted by various contextual factors at local, state, and federal levels; and it cannot be separated from its environment. The core work is composed of activities, duties, and roles focused on improving the instructional part of the organization. Work varies with respect to the force or impact of each contextual factor. It is organized according to the following themes: (1) communication; (2) curriculum and instruction; (3) program management; and (4) technical expertise. Study findings reveal the uncertainty, vulnerability, and slow progress of curriculum directors in their efforts toward school change and restructuring. One table illustrates the conceptual picture of the work in context. (SLD)

ED 359 212   TM 019 838

Swartz, James D.
A Study Combining Criticism and Qualitative Research Techniques for Appraising Classroom Media.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

cultural context in which learning takes place. One hundred and fifty-nine Oregon students and 157 Maine students in 4th, 8th, and 11th grades were interviewed using modified clinical interview techniques. Results indicate great similarity in a number of conceptual areas and misconceptions. However, there was a distinct difference in some geological and natural resource areas. These differences may be attributable to regional, geo-cultural differences between the samples. One table and one figure present study findings. (Author/SLD)

ED 359 229 TM 019 998

Shavelson, Richard J.; And Others
Sampling Variability of Performance Assessments. Report on the Status of Generalizability Performance: Generalizability and Transfer of Performance Assessments. Project 2.4: Design Theory and Psychometrics for Complex Performance Assessment in Science.
SPONS. AGENCY- California Univ., Berkeley. Office of the President.; National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Error of Measurement; Evaluators; *Generalizability Theory; Interrater Reliability; Job Performance; Mathematics Achievement; Measurement Techniques; *Sampling; Science Instruction; *Scores; Scoring; Student Evaluation; *Test Reliability; Test Validity; Training
IDENTIFIERS- *Performance Based Evaluation; Science Achievement

In this paper, performance assessments are cast within a sampling framework. A performance assessment score is viewed as a sample of student performance drawn from a complex universe defined by a combination of all possible tasks, occasions, raters, and measurement methods. Using generalizability theory, the authors present evidence bearing on the generalizability (reliability) and convergent validity of performance assessments sampled from a range of measurement facets, measurement methods, and data bases. Results at both the individual and school level indicate that rater-sampling variability is not an issue: raters (e.g. teachers, job incumbents) can be trained to consistently judge performance on complex tasks. Rather, task-sampling variability is the major source of measurement error. Large numbers of tasks are needed to get a reliable measure of mathematics and science achievement at the elementary level, or to get a reliable measure of job performance in the military. With respect to convergent validity, results suggest that methods do not converge. Performance scores, then, are dependent on both the task and method sampled. (Contains 36 references.) (Author)

ED 359 230 TM 019 999

Statistical and Financial Data for Fiscal Year 1991-1992. Annual Report of the Superintendent of Public Instruction.
PUB DATE- Dec 92
NOTE- 527p.; Part of section 1 is printed on gray paper which may affect reproducibility.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

liked staying together for 3 years. (Contains 22 references.) (SLD)

ED 359 248 TM 020 017

Schattgen, Sharon Ford
Validation of a Developmentally Appropriate Assessment System for Early Childhood Education.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Constructivism (Learning); Early Childhood Education; Educational Assessment; Educational Cooperation; Educational Objectives; Elementary School Teachers; Pilot Projects; *Preschool Teachers; *Student Evaluation; Theory Practice Relationship; *Young Children
IDENTIFIERS- Administrator Surveys; Curriculum Based Assessment; Missouri; Performance Based Evaluation; *Project Construct Assessment System; Teacher Surveys

Initial efforts to validate a developmentally appropriate assessment system for use with children aged 3 to 7 years are described. The Project Construct Assessment System is part of a comprehensive framework for curriculum and assessment that is predicated on the theory that children construct their own knowledge. It features a variety of performance-based methods that can be used to monitor students' progress on 26 curricular goals. Extensive validation procedures, which include traditional methods as well as newer approaches proposed specifically for performance assessments, have been incorporated into the construction of the assessment system. Initially, 15 members of a statewide advisory group of educators evaluated the specifications for the instrument. Parts were pilot tested by over 100 teachers, and the proposed Goals for Students of the project were validated through a survey responded to by 647 early childhood teachers and school administrators in Missouri (represents a 38 percent response rate). The development of the Project Construct Assessment System demonstrates that consensus between measurement specialists and educators from other fields can be achieved through collaboration. One table presents information about the validation survey. Appendixes contain the Goals for Students and an example of a curriculum specification. (SLD)

ED 359 249 TM 020 018

Taylor, Matthew J.; And Others
Measuring Family Support and Resources: Psychometric Investigation of the FSS and FRS.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Research; Factor Analysis; Factor Structure; Family Characteristics; Longitudinal Studies; *Psychometrics;

as Perceived by Principals and Teachers.
PUB DATE- Feb 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Education Majors; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Principals; Questionnaires; *Secondary School Teachers; Teacher Attitudes; Teacher Certification; *Teacher Competencies; Teacher Education; Teacher Effectiveness; Teacher Evaluation; *Teaching Skills
IDENTIFIERS- Administrator Surveys; Alabama; Pennsylvania; Teacher Surveys

The level of agreement among principals and teachers concerning the certification competencies needed by beginning teachers was studied, and an effort was made to determine the level of preparation or experience at which the competencies are mastered. Twenty-seven principals, 27 elementary school teachers, and 5 secondary school teachers from Alabama responded to a questionnaire about teaching competencies. Forty-nine principals, 22 elementary school teachers, and 17 secondary school teachers from Pennsylvania also responded to the questionnaire, which identified 30 competencies that had been compiled from the certification standards of both states. Respondents indicated their levels of agreement with the competencies a practitioner needed to be certified and indicated the level at which these competencies were achieved (undergraduate, graduate, or inservice programs). There was no significant difference between responses from the two states. Prospective educators who graduate from teacher education institutions in either state would probably meet the expectations of both groups. More importantly, principals in both states appeared to use similar perceptions to assess teacher competence. There were some differences in the perceptions of the points at which competencies would be mastered. Three tables present study findings. (SLD)

ED 359 268 TM 020 113

Educational Achievement Standards: NAGB's Approach Yields Misleading Interpretations. Report to Congressional Requesters.
PUB DATE- Jun 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Educational Policy; Elementary Secondary Education; Evaluation Methods; Evaluators; *Mathematics Achievement; *Measurement Techniques; National Surveys; Research Problems; *Scores; Student Evaluation; Test Interpretation; Test Results; *Test Validity
IDENTIFIERS- General Accounting Office; *National Assessment Governing Board; National Assessment of Educational Progress; *Standard Setting

In September 1991, the National Assessment Governing Board (NAGB) announced standards for basic, proficient, and advanced achievement in mathematics and reported that few American students had reached these standards. Expert reviewers noted

PUB DATE- 93
NOTE- 20p.; Paper presented at the Annual Conference of the National Association for Asian and Pacific American Education (15th, New York, NY, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anglo Americans; *Asian Americans; Educational Environment; Ethnicity; Junior High Schools; *Junior High School Students; *Mathematics Education; Middle Schools; Parent Participation; *Racial Differences; Role Perception; Sex Differences; *Student Attitudes; Student Motivation; Urban Schools; Urban Youth; White Students
IDENTIFIERS- Academic Self Concept; Asian American Students; *Middle School Students; Student Surveys

A study was done to compare Asian American and Anglo American students' attitudes toward motivation, learning environment, academic self-concept, involvement, affiliation, and parent involvement in the learning of mathematics. Survey data of 1,200 Asian- and 1,200 Anglo-American middle school students were collected. A stratified sampling technique was attempted to include an equal number of students of each gender and grade within each ethic group. Three standardized instruments were adapted and administered concurrently by trained researchers during regular mathematics class. Data were analyzed with a three-way multivariate analysis. The results indicate that there are significant differences in motivation and perceptions of learning environment by students' ethnicity, gender, and grade-level. Asian American students demonstrated greater pride in their class work, a stronger desire to succeed, and higher expectations to do well in mathematics. They also enjoyed mathematics class and assignments more than did Anglo-American students and were more participative and attentive in class activities. Asian-American parents were usually more interested and more involved in what their children were doing in mathematics than were Anglo-American parents. Girls had higher motivation and more positive perceptions of their learning environment in mathematics than did boys. Contains 2 tables and 42 references. (JB)

ED 359 285 UD 029 272

Waggoner, Dorothy, Ed.
Numbers and Needs: Ethnic and Linguistic Minorities in the United States.
PUB DATE- 92
NOTE- 49p.; The title of Issue 1 is "The Number News."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alaska Natives; *American Indians; *Asian Americans; *Census Figures; *Cultural Differences; Data Collection; Elementary Secondary Education; Estimation (Mathematics); *Ethnic Groups; Government Role; Hispanic Americans; Limited English Speaking; Minority Groups; National Surveys; Population Trends; Trend Analysis
IDENTIFIERS- Accuracy; *Language Minorities; United States

This document consists of the first 10 issues of a newsletter devoted to statistical information on the status of minorities (particularly linguistic minorities) in the United States based on excerpts and interpretations of data from the 1990 Census of Population. Information from other sources, such as the National Center for Education Statistics and the Immigration systems that adopted progressive principles, and Chapter 3 assesses the impact of progressivism on classrooms in the 1930s. Chapter 4 is centered on Chicago area school systems in the 1930s. Chapters 5 and 6 focus on the impact of the baby boom and the Cold War on American schools, while Chapters 7 and 8 consider education in the suburbs and in "Middle America." The implications of this study for education reform are examined in the last chapter. Six tables present data about these educational trends. (SLD)

ED 359 303 UD 029 339

Shor, Ira
Empowering Education: Critical Teaching for Social Change.
PUB DATE- 92
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Democracy; Educational Change; Elementary Secondary Education; Higher Education; Instructional Leadership; *Learning; *Multicultural Education; Nontraditional Education; *Social Change; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Critical Pedagogy; *Empowerment

Empowering education is defined as a critical-democratic pedagogy for self and social change. It is a student-centered program for multicultural democracy in school and society that approaches individual growth as an active, cooperative, and social process. The pedagogy described in this book is student-centered, but not permissive or self-centered. Neither the student nor the teacher can do whatever he or she likes. The learning process is negotiated, with leadership by the teacher, and allows for mutual teacher-student authority. Obstacles to and resources for empowering education are analyzed, suggesting ways for students and teachers to transform traditional approaches into critical and democratic ones. Examples and applications are drawn from elementary school through higher and adult education. Through empowering education, a democratic discourse can be developed to ease student-teacher alienation and promote a critical learning process. A list of 157 references is included. (SLD)

ED 359 304 UD 029 340

Chapter 1 Accountability: Greater Focus on Program Goals Needed. Report to the Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor. House of Representatives.
PUB DATE- Mar 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Compensatory Education; *Educationally Disadvantaged; Educational Objectives; Elementary Secondary Education; *Federal Programs; Goal Orientation; Identification; *Program Evaluation; Program Implementation; Program Improvement; Scores; Testing Problems
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

A study was done to assess implementation of the Chapter 1

(SLD)

ED 359 193 TM 019 813

Gross, Alan L.; And Others
A Model for Investigating Predictive Validity at Highly Selective Institutions.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission (School); Algorithms; *Competitive Selection; Higher Education; *Mathematical Models; *Predictive Validity; Secondary Education; Selective Admission
IDENTIFIERS- *Missing Data

A statistical model for investigating predictive validity at highly selective institutions is described. When the selection ratio is small, one must typically deal with a data set containing relatively large amounts of missing data on both criterion and predictor variables. Standard statistical approaches are based on the strong assumption that the missing data are missing at random (MAR) (i.e., the missing data can be accounted for in terms of the observed measures), and there are no unmeasured variables that underlie the missing data process. The proposed model represents an attempt to account for any unmeasured selection variables by assuming that applicants are first placed into admission categories by the institution and then selected within each category in terms of the observed predictor variables. Thus, although the MAR assumption may not hold for the set of all applicants, it may very well hold within each admission category. The model uses the EM algorithm to obtain estimates of validity separately within each category. The model is quite general and can be used when there are missing data on the predictor and criterion variables, and even if the admission category is not known for each applicant. The proposed model is illustrated in terms of a real life data set for a selective secondary school with over 2,000 applicants. Four tables present analysis data. (Author/SLD)

ED 359 194 TM 019 814

Smoot, Sharene L.; Gonzales, James L.
Communications Skills Training in the Public Sector: Applying the Carkhuff Model for Patient Management.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Analysis of Covariance; *Communication Skills; Comparative Analysis; Cost Effectiveness; Effect Size; Empathy; Institutionalized Persons; *Interpersonal Communication; Interpersonal Relationship; Mental Disorders; *Mental Health Workers; *Patients; Psychiatric Hospitals; Public Sector; *Skill Development; *Staff Development; Training
IDENTIFIERS- *Carkhuff Training Model; Maslach Burnout Inventory; Self Report Measures; Ward Atmosphere Scale

1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Criticism; Educational Assessment; *Educational Media; Educational Research; Educational Technology; *Evaluation Methods; Junior High Schools; Junior High School Students; *Media Selection; *Naturalistic Observation; *Qualitative Research
IDENTIFIERS- *Qualitative Criticism

Qualitative criticism is a method of understanding things, actions, and events within a social framework. It is a method of acquiring knowledge to guide decision making based on local knowledge and a synthesis of principles from criticism and qualitative research. The function of qualitative criticism is centered with Richard Rorty's theoretical framework of solidarity. The basic principles of criticism, qualitative research, and qualitative criticism are outlined. The contributions of qualitative criticism have been and will continue to be vital to the study of education. The distinction between qualitative criticism and qualitative research is in the intent and extent of the inquiry, but both share common assumptions with naturalistic inquiry. Qualitative criticism in education intends to describe, interpret, and evaluate instruction. Its functions are described in terms of the axioms of naturalistic inquiry defined by Y. Lincoln and E. Guba. The difference between criticism and qualitative criticism is in the emphasis on naturalistic inquiry. The larger framework of Rorty's concept of solidarity and the viewpoint of George Herbert Mead for understanding social interaction are described. The use of qualitative criticism in an educational study is illustrated through a preliminary study of teacher selection of instructional media that considered the preferences of junior high school students. A study of how teachers use qualitative criticism is in progress. One table contrasts positivist and naturalist axioms. (SLD)

ED 359 213 TM 019 839

London, Robert
A Curriculum of Nonroutine Problems.
PUB DATE- Apr 93
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Field Tests; High Schools; *High School Students; *Mathematics Curriculum; Mathematics Skills; *Problem Solving; *Secondary School Curriculum; Word Problems (Mathematics)
IDENTIFIERS- Authentic Assessment; *Nonroutine Problems; Open Ended Questions; Performance Based Evaluation

A secondary mathematics curriculum of open-ended non-routine problems developed by a teacher of high school math over 10 years is described. An open-ended non-routine problem is one that requires problem recognition and orientation, effort, and persistence. It is open-ended in that it allows for various solutions, and requires the student to evaluate a variety of approaches and solutions. Every student can solve the problem,

DESCRIPTORS- Academic Achievement; Annual Reports; *Educational Finance; Educational Objectives; Elementary Secondary Education; *Enrollment; Expenditures; Income; Parent Participation; *Private Schools; *Public Schools; School Districts; *School Statistics; State Programs; *State Surveys; Tables (Data)
IDENTIFIERS- *Arizona

This annual report is compiled from information submitted to the State Department of Education by local school districts in Arizona. Information is presented as a background to the department's goals, for 1993, of reform of state-level governance structures affecting schools, measurement of progress against a school's or district's own goals, and increasing parental and community involvement. Section 1 presents general statistical information on state funding and revenues, expenditures, average daily membership, the number and type of public schools, private schools, other financial information, and food service program information. Section 2 summarizes financial data for a number of categories and presents tables of individual summaries for the school districts in 15 Arizona counties. Six tables summarize the data, and three figures illustrate comparisons and trends. (SLD)

ED 359 231 TM 020 000

Elliott, Ronald S.; Barcikowski, Robert S.
Multivariate Test Statistics and Their Approximations: Some Problems.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Computer Simulation; Estimation (Mathematics); Monte Carlo Methods; *Multivariate Analysis; Probability; *Robustness (Statistics); *Sample Size
IDENTIFIERS- Biomedical Computer Programs; Hotellings t; Likelihood Ratio Tests; Pillais Trace; Roys Largest Root; Statistical Analysis System; Statistical Package for the Social Sciences; *Type I Errors

This Monte Carlo study examines whether, given various numbers of variables, treatments, and sample sizes, in a one-way multivariate analysis of variance, Type I error rates of the test approximations provided by the BMDP program, the Statistical Analysis System (SAS), and the Statistical Package for the Social Sciences (SPSS) for Roy's largest root, Hotelling's trace, Wilks' likelihood ratio, and P. C. S. Pillai's trace meet the stringent criterion of J. V. Bradley (1978) for robustness. For each of 85 conditions, the Type I error rate for each of the above statistical tests was estimated based on 100,000 random samples per situation. Results indicate that in multivariate analysis of variance studies with relatively small numbers of subjects of around 15 per treatment level, or fewer, the current probability levels reported by SAS and SPSS are conservative for the F approximations based on Pillai's trace and liberal for the F approximations based on Hotelling's trace. The BMDP 4V program does not report Pillai's trace and reports accurate probability values for Hotelling's trace. All of these programs report accurate values for the F approximations based on Wilks' likelihood ratio and for Roy's largest root (SPSS does not

Questionnaires; Social Support Groups; Test Reliability; *Test Validity; *Young Children
IDENTIFIERS- *Family Resource Scale; Family Support; *Family Support Scale

Psychometric information was determined for two scales commonly used in early intervention programs and research, the Family Support Scale (FSS) (C. J. Dunst and others, 1984) and the Family Resource Scale (FRS) (C. J. Dunst and H. E. Leet, 1985). These questionnaires measure the perceptions of support for families with children with disabilities and the adequacy of resources for families with young children in general. Data come from longitudinal efficacy studies conducted at 17 sites nationwide with a combined sample of nearly 1,000 families. Reliability, validity, and factor structure were investigated for these measures with 990 families. Both classical and confirmatory methodologies were used in the analyses. Results suggest that the FSS and FRS are stable, internally consistent measures that appear to measure familial perceptions of support and resources adequately. The factor structure of each is probably more accurately represented by these studies than previous analyses. Twelve tables contain details of the analyses. (SLD)

ED 359 250 TM 020 019

Taylor, Matthew J.; Crowley, Susan L.
The Comprehensive Evaluation of Family Functioning: A Psychometric Assessment.
PUB DATE- Apr 93
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; *Early Intervention; Educational Assessment; Factor Analysis; *Factor Structure; Family Characteristics; *Psychometrics; Stress Variables; Test Reliability; *Test Validity; *Young Children
IDENTIFIERS- *Comprehensive Evaluation of Family Functioning; *Family Functioning

Early intervention has shifted in focus to family centered assessment and treatment. The Comprehensive Evaluation of Family Functioning was developed to meet the need for accurate family assessment, but limited psychometric information on the measure is available. The present research investigated the psychometric properties of the CEFF with a sample of 214 families having children with disabilities. Results of factor analytic techniques suggests that the CEFF can best be described with five lower order and two higher order factors. Reliability coefficients are adequate and validity analyses suggest that the CEFF is primarily a measure of stress. Implications for interventions and continued improvement of the CEFF are discussed. (Author)

ED 359 251 TM 020 020

Gupton, Sandra Lee
Building a Collaborative Model To Enhance the Quality of Research in Middle Schools.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

technical problems with the NAGB approach and questioned its results. In this report, the NAGB standard-setting approach and ability to provide policy guidance to the National Assessment of Education Progress (NAEP) are examined. The NAEP test-score standards set in 1990 were evaluated by examining the adequacy of item-judgment procedures and by studying whether the evidence supported NAGB's interpretation of the NAEP scores selected for each level. The investigation found that the standard-setting approach was procedurally flawed, and that the interpretations of the resulting NAEP scores were of doubtful validity. The NAGB improved its procedures substantially in 1992, but the issue of the validity of interpretation remains. The report concludes that the NAGB approach is unsuited for the NAEP. Alternative approaches are reviewed, but it is apparent that their use will be difficult as the NAEP is currently designed. Specific recommendations are given to help implement these alternative approaches. Six tables and three figures illustrate the discussion. Appendixes include comments from the U.S. Department of Education and from the NAGB, a summary description of the NAEP and other supplementary materials. A four-part bibliography is provided. Contains 44 references. (SLD)

ED 359 269   TM 020 115

Hopstock, Paul; And Others
Serving Different Masters: Title VII Evaluation Practice and Policy. Volume I--Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Case Studies; *Educational Policy; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; *Federal Programs; Government Role; Mail Surveys; Outcomes of Education; *Program Evaluation; Program Improvement; Transitional Programs
IDENTIFIERS- Department of Education; *Elementary Secondary Education Act Title VII; Transitional Bilingual Education Programs

A study was conducted to review local Title VII evaluation and improvement practices, focusing on local Transitional Bilingual Education and Special Alternative Projects. This final report summarizes the findings of the study, and includes a separate report on 18 case studies of evaluation systems of local Title VII grantees. The study reviewed the applications and reports of 200 Title VII projects and conducted a mail survey of directors and evaluators of all 655 projects funded in that fiscal year, followed by 18 case studies. It is concluded that the purposes and audiences of the program evaluations have not been clearly articulated by the ED and there has been no clear description of how the evaluations should be integrated or prioritized. Few of the many possible uses are being realized, so that reports are not being used in systematic evaluations at a higher level. Findings concentrate on: (1) purposes and uses of evaluations; (2) evaluation of implementation and student outcomes; (3) the quality and cost of evaluations; (4) qualifications of evaluators; and (5) evaluation assistance. Program options for the Federal Government are suggested, relating to the conduct and use of the evaluations. The report contains four tables of evaluation details. Appendix 1 presents and Naturalization Service, is also reported. Issue 1 (1991) concentrates on the growth in the minority population and the increasing diversity of the United States. Issue 2 (1991), reviewing questions of undercounting of minorities, focuses on the use of information gained about linguistic minorities and limited English speaking people. Issue 3 (1991) highlights the increasing diversity of the U.S. Asian population. Issue 4 (1991) focuses on Hispanic, American Indian, and Alaska Native minorities. Issue 1 (1992) focuses on the growth of the Pacific Islander population in the United States. Issue 2 (1992) covers language minorities in Vermont, African American census information, gender equity, and the accuracy of the homeless count. Issue 3 (1992) is devoted to diversity and multilingualism in the nation's largest cities and in California, New York, and Texas. Issue 4 (1992) features national information on multilingualism and the foreign-born population. Issue 5 (1992) provides language data from the National Education Longitudinal Study (NELS:88), with a focus on children and elementary and secondary education. Issue 6 (1992) explores population data and information about schools and students. (SLD)

ED 359 286   UD 029 284

Rodriguez, C. E.
Student Voices: High School Students' Perspectives on the Latino Dropout Problem. Interim Report: Volume II. Student Research Project.
SPONS. AGENCY- New York City Board of Education, Brooklyn, NY. Latino Commission on Educational Reform.
PUB DATE- Apr 92
NOTE- 128p.; For Volume I, see UD 029 285.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Rate; *Educational Attitudes; Educational Environment; High Schools; *High School Students; *Hispanic Americans; Limited English Speaking; Parent Participation; Racial Relations; Spanish Speaking; *Student Attitudes; Teacher Attitudes; Teacher Role; Urban Schools
IDENTIFIERS- Diversity (Student); Hispanic American Students; *Latinos; *New York City Board of Education; Student Surveys

A study was done by student researchers of Latino high school students' perspectives on the Latino dropout problem. Four large, zoned high schools with few selective programs and with substantial numbers of Latinos (23 percent to 43 percent) were selected. Two of these high schools had high and two had low Latino dropout rates. Approximately 60 Latino students were interviewed and surveyed at each school, making for a total sample of 240 students. Students represented various academic levels and school grades and included Limited English Proficient (LEP) and non-LEP students. Substantial differences were found between the two types of schools with regard to students' perceptions of the following school traits: school spirit, teachers' and counselors' cultural sensitivity to Latinos, students' likes and dislikes, how students would change their schools, how different student racial groups get along, how schools handle university opportunities, and the extent to which schools encourage parental involvement. The data also indicate that the schools do not differ substantially with regard to why students think Latinos drop out; how they view the school's handling of truancy and cutting of classes; and how Latino student groups got along. Includes program improvement provisions of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. Chapter 1 is the largest federal education program for educationally deprived school children, and the Hawkins-Stafford Act was designed to ensure that individual schools are effective in helping students achieve Chapter 1 goals. Specifically, the study reviewed the process used to identify schools in need of program improvement and determine whether this process could be improved and to compare implementation of the joint and local phases of program improvement. The study used multiple methodologies including statistical analysis, mail surveys, case studies, and a literature review. The results show that the process used to identify schools for program improvements is flawed because schools often are evaluated only on whether their Chapter 1 students show annual increases in achievement test scores. When schools are evaluated only on achievement test scores, many schools are likely to be judged on changes in test scores that reflect random fluctuations rather than actual changes in student performance. Chapter 1 policy does not adequately explain how evidence from multiple indicators of student performance may be interpreted. In addition, pressure to increase test scores may have negative effects on instruction. Includes 5 tables; 19 figures; 45 references; and extensive appendixes containing officials' views, technical and methodological information, survey results, U.S. Department of Education comments, and a list of major contributors to the report. (JB)

ED 359 305   UD 029 341

Wattles, Charles
Peace Corps' Rededication to Youth: Addressing the Needs of Youth-at-Risk.
PUB DATE- Sep 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Agency Cooperation; Apprenticeships; *At Risk Persons; *Disadvantaged Youth; *Federal Programs; *Foreign Countries; Global Approach; Guidelines; Homeless People; Outreach Programs; Program Design; *Program Development; Program Implementation; Youth Problems; *Youth Programs
IDENTIFIERS- *Peace Corps

This booklet is designed to give Peace Corps country directors, staff, and volunteers ideas and examples of how they can assist youth-at-risk through government agencies and private organizations working with youth in their host countries. It begins with an overview of the problems of youth-at-risk, followed by six scenarios. Each scenario is designed to stimulate thought about greater Peace Corps involvement in youth programs already in place, as well as to encourage the development of new program initiatives. The scenarios illustrate a range of possible program areas and volunteer roles based on a composite of what other organizations around the world have done. Each scenario includes: (1) a profile of a youth-at-risk affected by a specific problem addressed in that scenario; (2) a problems statement; (3) a discussion of the problem; and (4) possible Peace Corps involvement in addressing the problems based on a hypothetical situation developed from

The long-term results of a 32-hour interpersonal communication skills training program for unit staff in a large state psychiatric hospital were evaluated. The main goal was to improve staff effectiveness through systematic training in communication behaviors expressing empathy in staff-patient interactions. Staff outcome measures were turnover, self-reported symptoms of burnout, use of leave and overtime, and assaults and injuries from patients. Patient outcomes were staff perceptions of patient milieu, patient satisfaction, patients' rights complaints, numbers of restraints and seclusions, numbers of patients' attempts to leave, and recidivism rates. Two adult psychiatric units that received the training (72 staff members) were compared with 2 that did not (86 staff members). The Carkhuff Human Resources Development Model was the basis for the training. All staff completed the Maslach Burnout Inventory and the Ward Atmosphere Scale before and 6 months after the training. Analysis of covariance was used to compare the units, and a time series design using effect sizes compared the data on other outcomes. The trained units improved on staff and patient outcomes more than did the untrained units, even though not all staff members on the experimental units received the training. Trained staff showed substantial improvement in staff outcomes measured. Training costs were recovered by the sixth month after training. After 1 year, staff members still felt that the training had improved the way they responded to patients. Six tables present study data. (SLD)

ED 359 195   TM 019 815

Sutton, Rosemary E.
Equity Issues in High Stakes Computerized Testing.
PUB DATE- 29 Mar 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adaptive Testing; *Computer Assisted Testing; Educational History; Elementary Secondary Education; *Equal Education; Test Bias; Testing Problems; *Test Use; Test Wiseness; Trend Analysis
IDENTIFIERS- *High Stakes Tests

This paper discusses equity issues that may arise from the widespread use of high stakes computerized testing. The literature relevant to computerized testing is examined from the perspective of equity concerns from within the framework of research and from the perspective of possible uses of computerized testing if equity issues are considered paramount. In the first instance, the question concerns whether the use of computerized testing will maintain or exaggerate inequities in education. In the second section, the question is how the new technology can be used to reduce inequities. The following six topics are considered in examining whether computerized testing will maintain or exaggerate inequities: (1) equivalence; (2) prior experience; (3) setting of computers; (4) long-term attitudes toward computerized testing; (5) expectancies and adaptive testing; and (6) testwiseness and adaptive testing. Issues in the equity advocate approach (the role of computerized testing in reducing inequity) include time factors, guessing and adaptive tests, and the format and style and each solution requires at least a few hours of work. In a sense, it corresponds to an essay in the language arts. A 4-year high school curriculum of non-routine problems has been developed and field tested. The core is a set of 60 non-routine problems, 16 for each year. Each item gives the student a chance to practice problem solving. In field tests over 10 years with the instructor's students, the problems have been refined. Students who have practiced these problems demonstrate "mathematical maturity" in their problem-solving approaches. Appendix A summarizes the non-routine problems for each grade level. Appendix B gives sample problem statements. Appendix C is a draft of teaching suggestions. (SLD)

ED 359 214 TM 019 841

Liu, Xiufeng
The Dimensionality of Test Data Generated by Compensatory and Non-Compensatory Two-Dimensional IRT Models and Its Effect on Model-Data-Fit.
PUB DATE- Jun 92
NOTE- 31p.; Paper presented at the Annual Meetings of the Canadian Society for the Study of Education (Charlottetown, Prince Edward Island, June 1992) and the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; Computer Simulation; Foreign Countries; *Goodness of Fit; *Item Response Theory; *Multidimensional Scaling; *Test Construction
IDENTIFIERS- *Compensatory Models; Dimensionality (Tests); *Noncompensatory Models; Three Parameter Model; Unidimensionality (Tests); Variance (Statistical)

The difference between compensatory and non-compensatory item response theory (IRT) models in terms of the dimensionality of test data generated by them, and its effect on the model-data-fit were examined. The STRESS (proportion of variance not accounted for by the multidimensional scaling model) and RSQ (proportion of variance accounted for by the multidimensional scaling model) values in multidimensional scaling for unidimensional test data files were used as criteria for examining the violation of unidimensionality. The number of items significantly misfitting the unidimensional model and the mean chi-squares for all items in the unidimensional data files were calculated as reference indicators of model-data-fit of items. Compared to data generated by the compensatory model, test data generated by the non-compensatory model tend to be more two-dimensional and to more seriously misfit the three-parameter unidimensional model. Test data generated by the compensatory model tend to be over-unidimensional and to seriously misfit the three-parameter unidimensional model. Although there is a significant difference between the models in terms of dimensionality, the difference only has a significant effect on model-data-fit in terms of the number of items rejected, but has no significant effect in terms of mean chi-square values. Five tables and three figures illustrate the analyses. (Author/SLD)

ED 359 215 TM 019 842

Knezek, Gerald A.; Miyashita, Keiko T.
Learner Dispositions Related to Primary School Computing in Three Nations: 1992 Results.

report Roy's largest root). Recommendations are made for specific conditions. Two tables and five figures present analysis results. (SLD)

ED 359 232 TM 020 001

McClure, Rick E.
Development and Results of an Effective School Survey for Leon County Schools: A Survey of Parent, Student, Teacher and Community Attitudes toward Their Schools.
PUB DATE- Apr 93
NOTE- 88p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attitude Measures; Educational Improvement; Educational Objectives; Elementary Secondary Education; *Parent Attitudes; Parent Participation; Pilot Projects; *Response Rates (Questionnaires); School Districts; School Effectiveness; School Surveys; *Student Attitudes; *Teacher Attitudes; *Test Construction
IDENTIFIERS- Focus Groups Approach; *Leon County School District FL; Parent Surveys; Student Surveys; Teacher Surveys

In January 1990, the Leon County (Florida) School District decided to develop an attitude survey focusing on effective school components and school improvement areas. Using focus groups, this survey was accomplished through a steering committee of parents, students, teachers, and community members, with input from school and district administrators. Elementary school, secondary school, and community surveys were developed and pilot tested in 1991 in 22 elementary schools, 7 middle schools, and 5 high schools. Respondents included over 4,000 parents, 7,000 students, and 1,300 teachers. The surveys were endorsed and scheduled to be administered in spring 1992. Major points of the first surveys include: (1) an 80 percent or higher rating at the elementary school level for all the attitude surveys; (2) generally high academic area ratings; (3) lowest ratings made by secondary school students; (4) lowest student ratings in student services, facilities, school and community communication, and high expectations; (5) insufficient parent participation to make responses truly representative; and (6) high teacher and student response rates. One figure lists state education goals, and five tables present survey data. Details of the community survey compose the second part of the document. Five appendixes present community comments, survey instruments, results, data collection methodology, and a parent sampling chart. (SLD)

ED 359 233 TM 020 002

Green, Kathy E.; And Others
The Effects of Two Types of Appeal on Survey Response Rates.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College School Cooperation; *Educational Research; Educational Technology; Financial Support; Higher Education; Junior High Schools; *Junior High School Students; *Middle Schools; Models; Partnerships in Education; Research Methodology; *Research Needs; School Districts
IDENTIFIERS- *Collaborative Research; Middle School Students

The value of collaborative research carried out by local education agencies (LEAs) and institutions of higher learning (IHLs) has been established. The middle grades, in particular, present extreme needs and opportunities for collaboration because these years have been relatively neglected in the elementary secondary spectrum of education. Well-focused collaborative research tailored to the needs of the middle school student is needed to improve programs and develop appropriate reading strategies. Recommendations for improving collaborative research at the middle school level include: (1) focus on student achievement rather than control issues; (2) involve administration for support and improved understanding of the middle grades; (3) provide more incentives for LEA/IHL partnerships; (4) include more research methods and action research opportunities in teacher and administrator preparation; (5) lobby for better federal and state support for educational research; (6) use technology to enhance collaborative research; and (7) demonstrate more active support by LEAs and IHLs for each other. Success in collaborative efforts is most promising for models that are jointly controlled, involve practitioners and administrators at the outset, are long-term, and are built on mutual trust. (SLD)

ED 359 252 TM 020 021

Ancarrow, Janice S.
Teacher Shortages: Results of the Teacher Demand and Shortage Survey for Public Schools, 1987-88. E.D. TABS.
PUB DATE- Sep 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Teachers; Educational Policy; *Elementary School Teachers; Elementary Secondary Education; *Minority Group Teachers; National Surveys; Public Schools; *Public School Teachers; Research Methodology; School District Size; School Surveys; *Secondary School Teachers; *Special Education; Teacher Recruitment; *Teacher Shortage; Teacher Student Ratio; Urban Schools
IDENTIFIERS- Schools and Staffing Survey (NCES); *Teacher Demand and Shortage Survey (NCES)

Teacher supply and demand are critical policy areas for planning, program funding, and teacher training. Shortages of minority teachers are especially acute, as are shortages in special education. To inform policy decisions at all levels of government, the National Center for Education Statistics collected data during school year 1987-88 through its Schools and Staffing Survey, Teacher Demand and Shortage Survey for Public Schools. Results of that survey are presented and the survey results, with 54 tables of responses from directors and evaluators. Appendix 2 is the summary of case findings from the 18 case studies. (SLD)

ED 359 270 UD 028 507

Shapiro, Isaac; And Others
The States and the Poor. How Budget Decisions in 1991 Affected Low Income People.
SPONS. AGENCY- Henry Luce Foundation, New York, N. Y.
PUB DATE- Dec 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Children; Economically Disadvantaged; *Economic Impact; *Family Financial Resources; Federal Aid; *Financial Policy; Homeless People; *Low Income Groups; Low Income States; Poverty; Public Policy; Resource Allocation; *Retrenchment; State Government; State Programs; Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Family Assistance Plans; Recession

This study describes how poor people fared in the state tax and spending decisions made in 1991, a year marked by the most serious fiscal crisis for the states since the recessions of the early 1980s. These decisions primarily affected fiscal year 1992 state budgets, which typically began in July 1991. The report focuses on income support, medical care, housing assistance, and tax policy. The reductions made in state low-income programs predominantly affect those with little or no income in addition to government support, the very poorest of the poor. By contrast, the budget cuts of 1981 primarily affected the poor and near-poor who worked and had some other source of income. Benefits in the Aid to Families with Dependent Children program were reduced more than in any year since 1981, with 40 states freezing or cutting benefits. Medicaid and corrections costs have been rising rapidly for some time due to sharply escalating health care costs, Medicaid eligibility expansions, and increases in the prison population. Education costs are also climbing, with school enrollments now on the rise. State cuts for fiscal year 1992 are likely to hit the poor more severely than any in recent memory. Most states raised taxes that take a larger share of income from the poor than those with higher incomes. It is projected that the situation will worsen in 1992. Whether or not the Federal Government plays a more constructive role, key policy decisions remain in the hands of the states. Statistical data on the economic situation are provided in seven tables. Additional state summaries are appended. (SLD)

ED 359 271 UD 028 806

Deutsch, Morton
The Effects of Training in Conflict Resolution and Cooperative Learning in an Alternative High School. Summary Report.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; New York City Board of Education, Bronx, N.Y.
PUB DATE- Mar 92
NOTE- 12p.; For the full report, see UD 028 807. For related reports see UD 028 808-812 and UD 028 820.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

recommendations, copies of the survey form in English and Spanish, and 2 class reading lists citing 99 references. (Author/JB)

ED 359 287 UD 029 285

Toward a Vision for the Education of Latino Students: Community Voices, Student Voices. Interim Report of the Latino Commission on Educational Reform. Volume I.
PUB DATE- 20 May 92
NOTE- 215p.; For Volume II, see UD 029 284. For an earlier abridged version of Volume I, see ED 356 309.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Counseling Services; Cultural Pluralism; Curriculum Development; *Disadvantaged Youth; Dropout Rate; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Equal Education; Guidelines; *Hispanic Americans; Minority Group Children; Parent Participation; *Public Schools; Secondary School Students; Urban Problems; Urban Schools; *Urban Youth
IDENTIFIERS- Diversity (Student); Hispanic American Students; *Latinos; *New York City Board of Education

The New York City Board of Education formed the Latino Commission on Educational Reform to examine issues of concern to Latino children who comprise an increasing segment of the students in the public school system. An interim report was submitted on the dropout rate, curriculum and instruction, support services, parent and community empowerment, and factors affecting Latino student achievement. The work of the Commission revealed two important issues requiring attention: the wide diversity in Latino communities in race, language, immigrant status, nationality, socioeconomic status, and generation in the United States; and issues concerning inequities in school funding. The Commission's recommendations were short-term in scope, and the Commission expects to monitor their implementation. The Commission's findings include the following: (1) that Latino students comprise a majority of the student body in 11 of the city's 32 school districts; (2) that Latino students are likely to attend underachieving schools; and (3) that by the time they arrive in high school, Latino students are far behind others in academic achievement. The Commission offers recommendations addressing the dropout crisis, curriculum and instruction, counseling and support services, parent and community empowerment, and factors affecting student achievement. (JB)

ED 359 288 UD 029 315

Changing Perspectives on Civil Rights. United States Commission on Civil Rights Forum (Los Angeles, California, September 8-9, 1988).
PUB DATE- 90
NOTE- 438p.; For the proceedings of the December 1988 forum, see UD 026 316.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advisory Committees; Asian Americans; Blacks; *Civil Rights; *Demography; Economic Factors; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Hispanic Americans; Immigrants; *Minority Groups; *Population Trends; Racial Relations; Social Change; Urban Education; Whites

the experiences of other organizations serving youth-at-risk in one or more countries. The final section addresses the possibility of volunteers working with youth-at-risk as a secondary assignment. (JB)

ED 359 306 UD 029 343

Mortimore, Peter
Bucking the Trends: Promoting Successful Urban Education.
PUB DATE- 91
NOTE- 27p.; Paper presented at the Times Educational Supplement/Greenwich Annual Lecture (1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developed Nations; *Disadvantaged Youth; Early Childhood Education; Educational Environment; Educational Improvement; *Educational Trends; Elementary Secondary Education; *Foreign Countries; Parent Participation; Poverty; School Business Relationship; School Community Relationship; *School Effectiveness; School Restructuring; *Urban Education; Urban Problems
IDENTIFIERS- England; United Kingdom

The main trends in urban education, particularly in England and the United Kingdom, are reviewed and analysed, along with descriptions of a series of projects and interventions. In particular, the paper: reviews the relevant research evidence about the current state of urban education; considers the scope for change; reports on worthwhile initiatives from the United Kingdom and other countries; and recommends steps to promote successful urban education. In many of the developed countries of the world, urban education is seen predominantly as a major problem, characterized by unsatisfactory attendances, patchy standards, and high underachievement and dropout rates. Scope for "bucking" these trends is limited by the impact of poverty and disadvantage and the structure of some aspects of the current educational system. Having discussed these limitations, the paper then goes on to discuss possible opportunities, reviewing early childhood programs, ways of improving classroom practice, ways of improving school management and organization, innovative school programs, school-linked projects, and creation of new learning environments. This review shows that: (1) programs for children under 5 years old are clearly worth investment; (2) the structure of the learning environment appears important at both primary school and secondary school levels; (3) links with parents, the community, and business are important; and (4) some innovative programs such as reading recovery and the cognitive acceleration in science project deserve close attention. Includes 34 references. (JB)

ED 359 307 UD 029 344

Narvaez, Dabney H.; Garcia, Maria L.
Meeting the Needs of Newly-Arrived West Indian Students in the New York Public Schools.
PUB DATE- May 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Creoles; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Holistic

of questions. The history of computer use in schools and testing suggests that inequities will be maintained or exaggerated, but it is possible to use computerized testing to reduce inequities if that is a recognized goal. (Contains 58 references). (SLD)

ED 359 196   TM 019 817

Dale, Helen
Conflict and Engagement: Collaborative Writing in One Ninth-Grade Classroom.
PUB DATE- Apr 93
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Recordings; Classroom Techniques; Cognitive Processes; Comparative Analysis; Conflict; *Cooperative Learning; *Essays; Grade 9; High Schools; *High School Students; Interpersonal Relationship; Interviews; *Modeling (Psychology); Persuasive Discourse; Questionnaires; Teaching Methods; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Collaborative Writing; *Student Engagement

Insights into successful collaborative writing interactions were derived from an analysis of the discourse of three ninth-grade coauthoring triads (groups of three students)--a model group, a typical group, and a problem group. The writing task was an argumentative essay. Students received instruction in collaborative writing through teacher modeling of the process. Student discussions were audiotaped, and data were collected through a questionnaire completed by the entire class of 24 students and interviews with 22 of the 24 class members. Three characteristics differentiated the model group from the typical and problem groups: (1) the amount and kinds of engagement; (2) the level of cognitive conflict; and (3) the kinds of social interactions. Compared to the other groups, the model group talked together more and were more engaged. They talked least about task representation, and seemed to have a tacit understanding of the task. They spent their energies planning and composing. The model group also had the highest levels of cognitive conflict. Understanding this successful collaboration can encourage the use of collaborative writing as an effective pedagogy for the teaching of writing. Six tables present study findings. A 65-item list of references is included. Appendix A is the student questionnaire, Appendix B is the interview form, and Appendix C contains the coding scheme. (SLD)

ED 359 197   TM 019 818

Donley, Jan; And Others
A Study of the Long-Term Effectiveness of the Reading Recovery Program. E&R Report No. 93.09A.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires,

SPONS. AGENCY- Japan Society for the Promotion of Science.; Meadows Foundation, Dallas, Tex.

PUB DATE- Apr 93

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Research also supported by the Texas Center for Educational Technology.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Computer Assisted Instruction; Computer Literacy; *Cross Cultural Studies; *Elementary School Students; Foreign Countries; Hispanic Americans; International Studies; Japanese Americans; Likert Scales; Longitudinal Studies; *Outcomes of Education; Primary Education; *Psychological Characteristics; Sex Differences; *Student Attitudes

IDENTIFIERS- Japan; Mexico; United States

This paper presents the 1992 findings of a three-nation longitudinal study of the psychological effects of computer use during primary school. Results are based on an analysis of Likert-type ratings by 3,036 students in grades 1 through 3 at 21 elementary schools in Japan (1,236 students), the United States (1,072 students plus 247 Hispanic American and 59 Japanese dependents), and Mexico (422 students). Computer access was found to raise enjoyment of computers and perceived computer importance. Computer access was not found to lower empathy. No strong influence was found on motivation, study habits, or creative tendencies; and gender differences emerged only for empathy. A novelty effect, which is a tendency for ratings to decline with increasing age over time, was confirmed for most of the dispositions measured, but none was found for computer enjoyment. An unanticipated outcome was that bilingual Hispanic students in the United States frequently reported dispositions more positive than either the students in Mexico or the native English-speaking students in the United States. Seven tables and five figures present study findings. An appendix lists the questionnaire items by strength of factor loadings. (Author/SLD)

ED 359 216 TM 019 843

Schunk, Dale H.; Swartz, Carl W.

Goals and Progress Feedback: Effects on Self-Efficacy and Writing Achievement.

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Testing; *Elementary School Students; *Feedback; Grade 4; Intermediate Grades; Outcomes of Education; Pretests Posttests; Scores; *Self Efficacy; Sex Differences; Skill Development; *Transfer of Training; *Writing Achievement; Writing Tests

IDENTIFIERS- *Goal Setting; Process Goals; Progress Monitoring; *Progress Reporting; Strategy Training

This study assessed how goal setting and progress feedback affect self-efficacy and writing achievement for 20 male and 20 female fourth graders. Children received writing strategy instruction

DESCRIPTORS- Anglo Americans; Demography; *Elementary School Teachers; Elementary Secondary Education; Ethnic Groups; Females; Group Membership; Hispanic Americans; Males; *Public School Teachers; *Research Methodology; *Response Rates (Questionnaires); *Secondary School Teachers; Sex Differences; *Test Construction
IDENTIFIERS- *Teacher Surveys

The effects of two cover letter manipulations and their interactions with demographic variables on response to the initial mailing of a survey were investigated. The two manipulations, type of appeal and type of respondent group identification, were intended to affect respondents' perceptions of their social responsibility and position. In all, 599 replies were received from male (28 percent) and female (72 percent) teachers. Seventy-three percent were Anglo, with the remainder largely Hispanic. The appeal manipulation was appeal to the respondent's professional expertise or appeal to affiliation with a sample of teachers. No simple effects of either cover letter was found, although an interactive effect was found. Effects of gender and ethnicity on response rate were significant, with higher response rates for females and Anglos. Three tables present study data. An appendix lists the appeals made. (SLD)

ED 359 234 TM 020 003

Garcia, Teresa; Pintrich, Paul R.
Self-Schemas, Motivational Strategies and Self-Regulated Learning.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; *Cognitive Style; Grade 7; Junior High Schools; *Junior High School Students; Motivation Techniques; *Schemata (Cognition); Schematic Studies; Self Concept; *Self Motivation; *Student Motivation
IDENTIFIERS- *Self Regulated Learning; Self Schemas

Self-regulated learning is usually viewed as the fusion of skill and will, referring to the students' development of different learning strategies in service of their goals. This definition is expanded in a study of self-schemas as a means of representing multiple goals for learning. Measures of self-schemas were used with 151 seventh graders (86 females and 65 males) to explore how individuals may regulate their achievement behaviors as a function of cognitive self-representations. This study also examined how two motivational strategies, self-handicapping and defensive pessimism, influenced cognitive engagement and effort in a learning task. Results indicate that self-schemas can be viewed as organizations of multiple goals (measuring incorporated intrinsic, extrinsic, and social concerns), and that students' motivational strategies are indeed related to cognitive engagement. This study points to self-schemas, motivational strategies, and cognitive strategies as important factors in truly self-regulated learning. (SLD)

ED 359 235 TM 020 004

Garcia, Teresa; And Others

discussed. Of the 2.5 million teachers teaching the nation's approximately 40.3 million public school students, about 86 percent were white. The average student to teacher ratio was 16:1. The highest student to teacher ratios within the same racial/ethnic group occurred among Asian Americans and Hispanics. The largest percentage of minority students attend school in the South, and, by size of school district, minority students are overrepresented in large school districts. Minority teachers are underrepresented in the Northeast and North Central regions, but overrepresented in the South and in large school districts. A total of 1,970 public school districts offered pay incentives to recruit or retain teachers in shortage fields, and free retraining to teach in shortage fields was offered by 5,084 public school districts. Technical notes about the survey methodology are presented in a separate section. Eight tables present survey findings, and the 29-item survey questionnaire is included as an appendix. (SLD)

ED 359 253 TM 020 022

Obando, Ligia Torres; Hymel, Glenn M.
The Effect of Mastery Learning Instruction on the Entry-Level Spanish Proficiency of Secondary School Students.
PUB DATE- Mar 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Analysis of Covariance; Comparative Testing; Diagnostic Tests; Feedback; *Females; *High School Freshmen; High Schools; *Language Proficiency; Language Tests; *Mastery Learning; Pretests Posttests; Scores; *Second Language Instruction; Second Language Learning; *Spanish; Teaching Methods
IDENTIFIERS- T Test

The relationship between instructional treatment manifested as mastery learning and non-mastery learning strategies and various measures of Spanish proficiency was studied with 41 freshmen at an all-female high school in the New Orleans (Louisiana) area. Subjects were grouped homogeneously into 2 classes of 22 and 19 students, representing the experimental group that received mastery learning instruction and the control group that received conventional/non-mastery learning instruction, respectively. Dependent variables of degree of learning as indexed by achievement scores, perseverance on assigned academic tasks, and time required to criterion were examined in the context of a non-equivalent, matched control group, pretest-posttest design. Analysis of covariance and correlated groups t-tests suggest significant achievement scores and time invested favoring the mastery approach, but non-significant differences regarding perseverance. The provision of feedback-correction procedures via diagnostic formative trial tests and the learning corrective prescriptions appears to be a key element in the effectiveness of mastery learning as an instructional delivery system. Five tables present study data. (SLD)

ED 359 254 TM 020 023

Nichols, Joe D.; Miller, Raymond B.
Cooperative Learning and Student Motivation.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Conflict Resolution; *Cooperative Learning; *Curriculum Evaluation; Group Dynamics; High Schools; *High School Students; Interpersonal Competence; Minority Group Children; Nontraditional Education; *Outcomes of Education; Potential Dropouts; Program Effectiveness; *Sensitivity Training; Urban Schools; Urban Youth
IDENTIFIERS- *New York City Board of Education

This paper is a summary report of a study of the effects of training in conflict resolution and cooperative learning in an alternative high school in New York City. Three of the school's four campuses participated, with Campus A receiving conflict resolution training, Campus C receiving cooperative learning training, and Campus B receiving training in both. For 2 years, staff training occurred at all three campuses in the form of after-school workshops. The student training in cooperative learning involved five principles: (1) positive interdependence; (2) fact-to-face interactions; (3) individual accountability; (4) interpersonal and small group skills; and (5) processing (analysis of group functioning with the goal of improvement). The conflict resolution training taught active listening, "I" messages, reframing the issues in conflict, criticizing ideas and not people, differentiating between underlying needs versus positions, distinguishing between negotiable and non-negotiable conflict situations, developing "win-win" solutions, and destructive and constructive negotiation styles. Data were collected with questionnaires to 350 students before and after training, performance ratings of students, teacher behavior evaluations, and supplemental interviews. The results indicate positive effects on the students. As students improved in managing conflicts they experienced increased social support, improved relations, higher self-esteem, increases in personal control, and higher academic performance. Included are 10 references. (JB)

ED 359 272   UD 028 807

Deutsch, Morton; And Others
The Effects of Training in Cooperative Learning and Conflict Resolution in an Alternative High School.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; New York City Board of Education, Bronx, N.Y.
PUB DATE- Mar 92
NOTE- 415p.; For the summary report, see UD 028 806. For the qualitative report, see UD 028 808. For related reports see UD 029 809-812 and UD 028 820.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; *Cooperative Learning; *Curriculum Evaluation; Group Dynamics; High Schools; *High School Students; Interpersonal Competence; Minority Group Children; Nontraditional Education; Potential Dropouts; Program Effectiveness; *Sensitivity Training; *Urban Schools; Urban Youth
IDENTIFIERS- *New York City Board of Education

This paper consists of 13 chapters that describe a study of the effects of training in conflict resolution and cooperative learning in an alternative high school in New York City. Three of the school's four campuses participated, with Campus A receiving conflict resolution training, Campus C receiving cooperative and Campus B receiving training in both. For 2 years, staff training occurred at all three campuses in the

IDENTIFIERS- *Demographic Projections; Diversity (Student); Testimony

A subcommittee of the U.S. Civil Rights Commission heard testimony on social changes in progress and the future of civil rights, in the first of a series of forums. During the 2-day forum, the Commission received a wide range of information and views from representatives of federal, state, and local governments; civil rights groups; the press; private industry; and academia. The participants indicated that two important population trends are developing in the United States. First, minority populations, particularly the Hispanic and Asian populations, are growing faster than the non-Hispanic White population, especially among younger age groups. Second, the age distribution of non-Hispanic Whites is changing because of high rates of growth among older age groups resulting in a growing older population that is predominately White and a shrinking younger population that is increasingly minority. Specific topics addressed include ethnic diversity, political participation, enforcement of voter rights, labor force and economic changes, employment discrimination, education, intergroup relations, and combating harassment and hate group activity. Included with the actual proceedings are the written testimony of witnesses, six figures, and the following selected papers: "The Political Impact of Demographic Changes" (B. E. Cain); "Hispanic Education, Leadership, and Public Policy" (L. Freedberg); "Changing Demographics in Higher Education: The Case of Black Americans" (S. B. Graves); "New Approaches to Justice: The Neighborhood Foundations" (J. A. Kromkowski); "Changing Demographics and Employment Regulation" (J. S. Leonard); and "Rethinking Entrepreneurship" (I. Light and C. Rosenstein). (JB)

ED 359 289 UD 029 316

Changing Perspectives on Civil Rights. United States Commission on Civil Rights Forum (Nashville, Tennessee, December 8-9, 1988).

PUB DATE- 90

NOTE- 207p.; For the proceedings of the September 1988 forum, see UD 026 315.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Asian Americans; Blacks; *Civil Rights; Demography; Dropout Rate; Economically Disadvantaged; *Economic Development; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Higher Education; Hispanic Americans; *Minority Groups; Racial Relations; *Role of Education; Social Change

IDENTIFIERS- Demographic Projections; Diversity (Student); Testimony

A subcommittee of the U.S. Civil Rights Commission heard testimony on social changes in progress and the future of civil rights, in the second in a series of forums. The purpose of the forum was to gather information about equal opportunities for minorities in education and economic development. Representatives from the Federal Government, public schools, the media, corporations, research groups, and non-profit organizations participated. Many participants pointed to the critical role education will play in preparing the next generation of Americans, especially the poor who are disproportionately minorities, to take full advantage of the opportunities in a changing society. Some participants indicated that an emphasis on education will be particularly

Approach; *Immigrants; Multicultural Education; Program Development; *Public Schools; School Districts; Second Language Instruction; Suburban Schools; *Teaching Methods; Urban Schools
IDENTIFIERS- Language Minorities; *New York City Board of Education; *West Indians

Although urban and suburban school districts in New York have acquired experience in developing programs for language minority students, many English-as-a-Second-Language programs do not seem appropriate for English Creole-speaking West Indian immigrant students. The Multicultural Education Center at Baruch College (New York) has developed suggestions for programs for West Indian students, presented here as a series of questions and answers about characteristics of this ethnic group and its needs. It is difficult to generalize about these students, whose backgrounds and experiences vary greatly. Most of these students speak some variety of Creole, and their English experience varies considerably. Many districts are moving to specialized programs to address the needs of these students. Basic steps that these districts have taken, from start-up through implementation and continuation, are outlined. Teaching for these students should focus on and reflect a holistic learning environment that integrates an awareness and understanding of Creole with academic skills and second language acquisition. Some resources for program planning are detailed. An appendix lists them and presents the agenda for a conference on the problems of Creole-speaking students. (SLD)

ED 359 308 UD 029 345

Morgan, Harry
Adolescent Behavior: Legal and Illegal Drug Use by Race, Gender and Group.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Black Students; Black Youth; Drinking; *Drug Use; High Schools; High School Students; Illegal Drug Use; Lower Class Students; *Racial Differences; Self Esteem; *Sex Differences; Smoking; Socioeconomic Status; Urban Schools; *White Students
IDENTIFIERS- Georgia; Student Surveys

A study of legal and illegal drug use rates among working class adolescents in Georgia was conducted in a small city of 16,000 residents. Students at the local high school completed a questionnaire administered by their classroom teacher. Of the 296 female and 283 male participants, 102 were black and 477 were white. The results indicate that black families were more likely to live in poverty, but it could not be confirmed that black youth, more than whites, had a greater exposure to risk of legal and/or illegal drug use. Black youth appeared to have the same school attendance habits and the same self-esteem levels as did whites. The results also suggest that whites more than blacks and boys more than girls use tobacco--but that white girls are more likely to be alcohol users. For illegal drugs, white boys and white girls appear to be at greater risk than black boys and girls. In addition, black boys reported the highest self-esteem and white girls reported the lowest. Self-esteem reports were supported by the results from a question

Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; Comparative Analysis; Compensatory Education; *Educationally Disadvantaged; *Elementary School Students; Elementary School Teachers; Grade 1; *High Risk Students; Outcomes of Education; Primary Education; Program Effectiveness; Program Evaluation; *Reading Instruction; Remedial Programs; *Remedial Reading; Special Education; Student Placement
IDENTIFIERS- Hawkins Stafford Act 1988; *Reading Recovery Projects; *Wake County Public School System NC

The Wake County (North Carolina) Public School System first implemented Reading Recovery in 1990-91 and expanded the program in 1991-92. The goal of Reading Recovery is to provide intensive help to first graders having difficulty before their problems become too severe. Reading Recovery staff collected data, and the Chapter 1 evaluation specialist collected follow-up data for students after they left the program. Annual site reports by the Reading Recovery staff found positive short-term results for students who had received help both years. Seventy-seven percent of the 1990-91 and 73 percent of the 1991-92 students who completed the program were able to be discontinued successfully from the program. Students with a complete program showed greater gains in reading skills than did a comparison group. Results of the evaluation of long-term impact were somewhat more mixed, but generally positive. Students from the first cohort had lower special education placement rates and lower Chapter 1 placement rates in the second grade. Overall, the program seems quite promising, although teachers may need more information to recognize and capitalize fully on the skills Reading Recovery provides to students. Ways to increase the percentage of students who complete the Reading Recovery program are discussed. Fifteen figures present evaluation findings. The survey of student reading abilities is included. (SLD) and were given a process goal of learning the strategy, a product goal of writing paragraphs, or a general goal of working productively (control condition). Half of the process-goal children periodically received feedback on their progress in learning to use the strategy. The transfer (maintenance and generalization) of achievement outcomes was also studied. Process goal plus feedback subjects: (1) outperformed the control group on posttest self-efficacy and skills, self-efficacy for improvement, and perceived progress in strategy learning; (2) scored higher than did product goal children on posttest skill and perceived progress; (3) wrote more words per unit and judged posttest strategy use and strategy value higher than did product and general goal students; and (4) performed better on the maintenance test than did general goal children. Students who received the process goal without progress feedback scored higher on writing skill and wrote more words per unit than did general goal students. The product and general goal conditions did not differ on any measure. Self-efficacy correlated positively with strategy use and skill on posttest and maintenance tests. One table presents means and standard deviations. (Author/SLD)

Women and Minorities in Science: Motivational and Cognitive Correlates of Achievement.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Asian Americans; Black Students; *Cognitive Processes; *College Students; Curriculum Development; Higher Education; Hispanic Americans; Learning Strategies; *Minority Groups; Multivariate Analysis; Organic Chemistry; Psychological Characteristics; *Racial Differences; Science Careers; Science Interests; Secondary Education; *Sex Differences; *Student Motivation; White Students
IDENTIFIERS- African Americans

Psychological factors that may underlie the consistent gender and ethnic group differences found in science achievement were studied in a sample of 557 college students (297 male and 260 female) taking the first semester of a 2-semester sequence in organic chemistry. About 70 percent were Caucasian, with 23 percent Asian and 37 percent African American and Hispanic American. When comparing the correlates of course performance by social group, the strongest correlates were found to be: (1) prior achievement and motivation for African American and Hispanic American students; (2) prior achievement and learning strategies for Asian and Caucasian students; (3) prior achievement and motivation for males; and (4) prior achievement and learning strategies for females. However, in a multivariate analysis, gender and ethnic differences in performance were washed out once prior achievement, motivation, and use of learning strategies were recognized. Availability of science programs in secondary schools, curricula that promote student motivation, and direct learning strategy instruction may be ways to address gender and ethnic gaps in science achievement. (SLD)

PUB DATE- 15 Feb 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Algebra; Comparative Testing; *Cooperative Learning; *Goal Orientation; Grade 11; Grade 12; Group Instruction; High Schools; *High School Students; Lecture Method; Mathematics Instruction; Mathematics Tests; Self Efficacy; *Student Motivation; Theories; Values

The effects of a form of cooperative group instruction called Team Assisted Individualization on students in a high school Algebra II class were examined. Sixty-two (31 female and 31 male) 11th-grade students were randomly assigned to either a cooperative learning (32 students) or traditional lecture (30 students) group. Students completed an instrument that assessed efficacy, intrinsic valuing, and goal orientation on 3 occasions: at the beginning of the school term, after the first 18 weeks of the project, and at the end of the school term. Algebra achievement was assessed at the same times using teacher-made examinations. Students in the cooperative classroom exhibited significantly higher gains than did the control group in algebra achievement, efficacy, intrinsic valuing of algebra, and learning goal orientation. Surprisingly, the achievement and motivational gains were completely reversed when the cooperative class was switched to traditional instruction for the last 18 weeks of the project. The implications of these findings for motivational theory and cooperative group structures are discussed. Four tables present study data. (Author/SLD) form of after-school workshops. The student training in cooperative learning involved five principles: (1) positive interdependence; (2) fact-to-face interactions; (3) individual accountability; (4) interpersonal and small group skills; and (5) processing (analysis of group functioning with the goal of improvement). The conflict resolution training taught active listening, "I" messages, reframing the issues in conflict, criticizing ideas and not people, differentiating between underlying needs versus positions, distinguishing between negotiable and non-negotiable conflict situations, developing "win-win" solutions, and destructive and constructive negotiation styles. Data were collected with questionnaires to 350 students before and after training, performance ratings of students, teacher behavior evaluations, and supplemental interviews. The results indicate positive effects on the students. As students improved in managing conflicts they experienced increased social support, improved relations, higher self-esteem, increases in personal control, and higher academic performance. Included are 107 tables, 14 figures, and references and appendixes at the end of each chapter. (JB)

important in view of the high dropout rates and the declining college participation rates of Blacks and Hispanics. Participants also discussed changes that have occurred in race relations over the past two decades, the importance of economic development for creating opportunities for minorities, and corporate and non-profit initiatives that may help to create opportunities for minorities. The publication offers a summary of the 2-day forum and a transcript of the five panel discussions. (JB)

ED 359 290 UD 029 317

Archer, Elayne
New Equations: The Urban Schools Science and Mathematics Program.
SPONS. AGENCY- Ford Motor Co., Dearborn, Mich.
PUB DATE- 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Black Students; Career Education; Elementary School Students; Enrichment Activities; *Females; *Hispanic Americans; *Intermediate Grades; Junior High Schools; Junior High School Students; *Mathematics Education; Middle Schools; *Minority Groups; Program Descriptions; *Science Education; Staff Development; Urban Education
IDENTIFIERS- African Americans; Atlanta Public Schools GA; Cleveland Public Schools OH; Detroit Public Schools MI; Hispanic American Students; Latinos; Middle School Students; *Urban Schools Science and Mathematics Program

This report describes the efforts of three urban school districts participating in the Urban Schools Science and Mathematics Program (USSAMP) to enhance mathematics and science education in the middle grades and to prepare more African-American, Latino, and female students for career opportunities in technology and science. In Atlanta (Georgia), activities of the USSAMP program included establishing a professional development institute and a Saturday Mathematics and Science Academy, providing increased student supports for math and science, and introducing middle grade students to algebra. The Cleveland (Ohio) effort included activity-based instruction, mathematics and science clubs, mathematics competitions, a school banking program, science fairs, career awareness education, self-esteem building efforts, and professional development, as well as other activities. The Detroit (Michigan) project involved a Saturday Institute as part of teacher professional development, increased school instruction time for mathematics and science, the purchase of materials, family mathematics sessions, and career awareness supports. A final chapter summarizes lessons learned at the three sites in vision formulation, the importance of district-level support, the principal's role, planning, technical assistance, ongoing professional development, minority contributions, access to algebra, and other areas. An appendix lists participants, resources, and members of the Academy for Educational Development Board of Directors. (JB)

ED 359 291 UD 029 318

Ramirez, Elizabeth Weiser; And Others
Making the Most of Your Child's Education Volume III: What about College? Book I: Preparing for College.
SPONS. AGENCY- Philip Morris Inc., New York, NY.

about thoughts of suicide, where black boys reported the lowest and white girls reported the highest frequency of suicidal ideation. Appended are 10 tables, a copy of the parent occupation section of the survey, and 22 references. (Author/JB)

ED 359 309 UD 029 347

Seldon, Horace
Convictions about Racism in the United States of America.
PUB DATE- Aug 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Black Community; *Blacks; College Athletics; College Students; *Essays; Higher Education; Males; Multicultural Education; Racial Attitudes; *Racial Discrimination; Racial Relations; Semantics; *Social Change; Social Responsibility; United States History; *Whites

This publication offers a collection of short essays on racism that originally appeared in the newsletter of an organization formed to promote racial justice called Community Change, Inc. The essays are each limited to one to three pages and are grouped by subject area. The opening section, on identifying racism, includes essays on pluralism, awareness of racism, and racism's negative effects on whites. Historical perspectives are explored in the second section, which looks at effects of the 1960s and the source and impact of white fear. A section on racism and language discusses the "color-blind" approach, use of the word "minorities" and other topics. In the next section, on responsibility, two articles discuss the relationship of shame and guilt to responsibility for racism and past failures and present responsibilities in dealing with racism. Next, campus racism is examined in three articles concerning racism in higher education, student experiences, and college recruitment of minorities. A following section contains four open letters to white males. Two articles on affirmative action cover recent attacks on affirmative action and basketball. The last major section offers prescriptions for change that include an argument that multicultural education does not go far enough in confronting and examining racism directly. Two "additional" articles discuss the miseducation of white males and the real effect of diversity efforts. (JB)

ED 359 310 UD 029 348

Peterson, George E.; And Others
Confronting the Nation's Urban Crisis: From Watts (1965) to South Central Los Angeles (1992).
PUB DATE- Sep 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Crime; Cultural Differences; Demography; *Economic Factors; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Ethnic Groups; Poverty; *Program Development; Racial Differences; *Social Problems; United States History; *Urban Problems; Urban Schools; *Violence
IDENTIFIERS- *Civil Disturbances

What has been learned about making cities better since civil disturbances first arose in American cities is summarized, and guidelines are offered for constructing an urban agenda for

Abdal-Haqq, Ismat, Comp.

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